

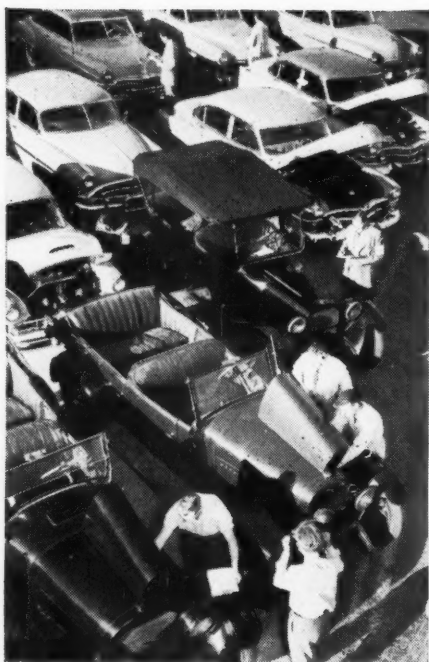
CTA
Journal
March 1954

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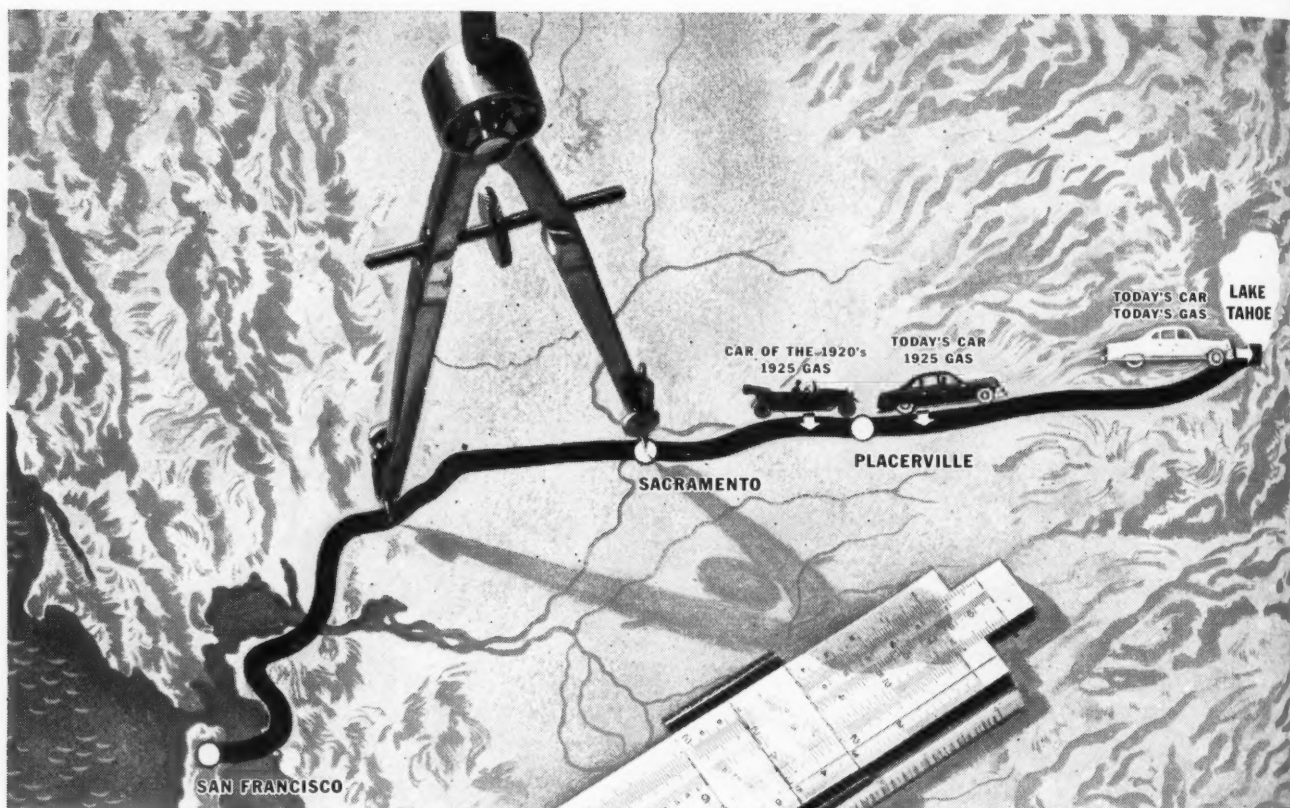


California Teachers Association



Drivers find gasoline cost per mile down 20%

To compare gasoline values now with the "good old days," test drivers at Standard ran popular cars of the 1920's on 1925 gas, '53 models of the same makes on today's gas, and '53 models modified to use 1925 gas. All cars were driven over the same course, on the same amount of fuel till they ran out of gas. The results may surprise you.



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196 miles. Improved auto engines explain part of this—but better gasolines made them possible. You benefit steadily from the competition in research and operating efficiency between Standard and other oil companies. Competition steps up gasoline quality, helps hold prices down. While living costs have risen 54% in the last 28 years, today's gasoline costs you only 22% more a gallon (except for taxes) ... *gasoline cost per mile has dropped one fifth!*

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The eighth grade home economics students shown on our cover this month are learning the simple, practical elements of cooking. Finding new and interesting ways to prepare food will help these girls put their education into practice at home. Certainly Dad will be adequately impressed as he reaches for another helping of these hot biscuits.

Students at Huntington Beach elementary school have individual ranges and cabinets so that each girl may learn to work independently. They enjoy the "home ec" period and think that so practical a subject could never be called a frill.

Clarence Mason and John Robins were photographers for this picture, selected from a public relations project called "Let's Take a Look."

Incidentally, National Association of Secondary School Principals (NEA) published a Bulletin last October entitled "Home Economics in the Secondary School" in which eleven co-authors cover the subject competently. Bulletin No. 196 has 248 pages; NASSP, 1201-16th St. NW, Washington 6, D.C., \$1.50 ea.

Dr. E. V. Pullias, who writes about the effect of teaching on personality (page 16) is professor of psychology and dean of George Pepperdine College, Los Angeles. Deeply interested in teacher preparation and inservice training, he is a popular speaker before teacher groups.

Robert Schmidt got his master's degree in science education at Stanford, has been teaching at Los Gatos for three years. He suggests (page 21) science teaching in alternate six week periods for seventh and eighth grades.

Ed Ritter, who sends us a story about a book published by teachers (page 22), is consultant in secondary education for Riverside county superintendent of schools.

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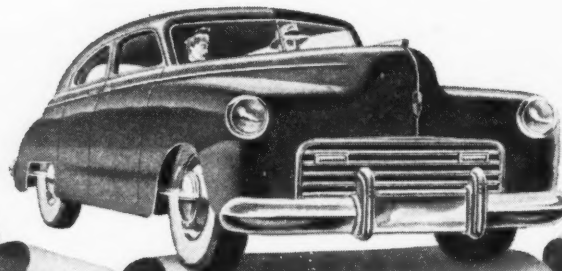
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April 1954

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Democracy's Dilemma

This editorial is a brief extract from an address delivered by Dr. Corey before a luncheon meeting of Phi Delta Kappa on February 15 in connection with the national convention of American Association of School Administrators in Atlantic City. It is reproduced here because the subject may be applied to the vitality of teacher organizations.—Ed.

THE relationship between the leader and the group is a fundamental problem in society.

Various types of groups with their leader, or leaders, are in fact tiny replicas of society itself. The organized group is faced by the same problems in miniature which are faced by society at large. Every group and every leader must face democracy's direst dilemma. Simply stated, this is the individual versus the group. How do we get the necessary group unity, singleness of purpose and efficiency to get things done without violence to the sanctity of the individual, which is the essence of democracy itself?

I would remind you that it is this dilemma which gives the democratic organization its real challenge and opportunity. It is this dilemma which makes progress possible. Primitive societies are in a sense the most perfect. Until they get over being so perfect they make no progress. In fact, insect societies are the most perfect of all. There is no question about anything. Every individual has a definite task to perform, and if he doesn't deliver he is promptly liquidated—(not so different from totalitarianism as we know it). It doesn't take too much originality or creativeness to be a queen bee. Leadership is a real challenge only when men have free choice and can accept or reject leadership as they see fit. The

important question for every leader is: How do I do it? How do I get unity without sacrificing the individuality of the group?

If, as a leader, one has a firm faith in the effectiveness of the group process, that alone will go a long way toward pulling one through. If, in group activity, the frustrations and the blocks which bar individual participation are removed and each member of the group has opportunity to offer his contribution, certain truths become evident. First, the average of group judgments is superior to most individual judgments. Second, a group is more likely to accept good suggestions than to reject them. And third, groups do not err as readily as individuals do. They don't make as many mistakes.

For you, these statements may be merely postulates, or hypotheses. But to many great leaders they have by rich experience become axioms. To a great extent, we are what we are because of what we believe. If one can believe implicitly in these truths about the group process, that very belief will set up attitudes which will go far toward insuring that as a leader one will instinctively guide one's group through the narrow channel between the Scylla of "rugged individualism" and the Charybdis of regimentation.



Arthur F. Corey
CTA Executive Secretary

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GOODWIN J. KNIGHT
GOVERNOR

State of California
GOVERNOR'S OFFICE
SACRAMENTO
February 10, 1954

Dr. Arthur F. Corey
State Executive Secretary
California Teachers Association
693 Sutter Street
San Francisco 2, California

Dear Dr. Corey:

I enjoyed talking with you and Bob McKay when you were in the office recently and I can appreciate the concern of you and your organization with reference to the status of the Teachers Retirement Reserve Fund. I assure you, however, that I am not proposing the use of money in this fund for any other purpose, and I will do everything within my power to prevent any such diversion.

I am well aware of the fact that when the Teachers Retirement Reserve Fund was set up in 1944 it was intended as a guarantee for the payment of the State's share of teachers' retirement compensation. It is significant that this plan had the support not only of teachers' representatives but of other civic and business leaders who have a basic interest in the State's finances.

In view of this background, I would consider it a breach of faith to divert for other purposes the reserve funds set aside to insure the continued payment of retirement benefits for our school teachers.

Sincerely,

Goodwin J. Knight
Governor

GJK:fl

Governor Knight Promises No Raid on Retirement Funds

PRESS reports that the California Teacher Retirement Reserve Fund would be used to help meet the deficit in the proposed state budget were refuted by Governor Goodwin J. Knight in conference with CTA leaders early in February. Erroneous assumptions were drawn from the suggestion that the \$158,000,000 "rainy day fund" be tapped for the state's operational expenses. Teachers' retirement reserves were included in the post-war fund built by Gov. Warren.

The letter above clearly states "I am not proposing the use of money in this fund for any other purpose, and I will do anything in my power to prevent any such diversion."

The evidence above should quiet the concern of thousands of CTA members, now contributing to the state retirement fund, that adequate reserves maintained by the state might be weakened by depredations for other purposes.

1920 • Public Schools Week • 1954

Grand Lodge of Masons of California sponsored original observance of Public Schools Week in 1920. Millions will join in event set for April 26-May 1 this year.

THINGS in school business haven't changed much since 1920," said the old-time principal, as he leaned back in his chair and read the announcement of the 35th observance of California's Public Schools Week, slated for April 26-May 1.

"No, they haven't changed much," he mused. "They're just a little bit worse."

The old-timer's memory was taking him back to the days when people were singing "How You Gonna Keep 'Em Down on the Farm After They've Seen Paree?"

It was then that the doughboys of the AEF were rolling back home from France—rolling back to the towns and cities where a nation geared to war had neglected its cherished institutions of peace. One of these institutions was the public school. While Pershing was punishing Prussia the folks back home were producing babies at a record-breaking rate but they weren't building any schools to take care of the youngsters which would soon be toddling through the schoolhouse doors.

Young people drawn into the maw of war had not been in training to become teachers. The schools of the country were literally bursting their beams from overcrowding. The children were getting a watered educational porridge. In California the condition was worse than in any state in the Union.

California needed a rebirth of interest in its school system. The stark fact had to be driven home to the public that California kids were being cheated.

Masons Take Lead

Faced with this condition, the Grand Lodge of Masons of California sought to direct the attention of the people to the acute problems which were furrowing the brows of school people from Crescent City to Calexico. So, they launched something new—Public Schools Week. The first observance



GEORGE D. GAVIN
State Chairman, Public Schools
Week Committee

took place in 1920. Since that year the event has grown significantly and attracted annually more and more participation by groups other than the sponsoring organization, although it is still fostered by the Masons.

This year the statewide committee, of which George D. Gavin of San Francisco is chairman, has called the observance for the week of April 26-May 1.

As in the past, this committee is zealously seeking participation by civic groups of all kinds, at both the state and local levels.

It is obviously essential that the movement again be given impetus by

school administrators and teacher clubs everywhere in California.

CTA in Active Support

California Teachers Association, working in close concord with the sponsors, is currently preparing helps for the guidance and use of local committees. Among the materials which have been scheduled to go forward to superintendents and to local teacher clubs are:

1. A guide setting forth techniques for organizing, for "taking the schools to the community," for attracting the community to the schools, for making the program in the schools meaningful, and for utilizing all channels of communication in the week's campaign of interpretation.

2. A sample of suggested proclamation for mayors.

3. A suggested resolution to be adopted by civic groups.

4. Copy for spot announcements for local radio stations.

Slides for TV station spot showings are being sent by CTA direct to the 22 stations in the state.

Public Appreciates

School people in California must be appreciative "way down deep" of the fact that the 34 years of Public Schools Week observance in California has produced an understanding of the methods and knowledge of the needs matched by the people of few states. There can be little doubt that the repeatedly expressed faith of Californians in their great school system and their undeviating will to supply the needs of education have in no small measure been the fruit of the Public Schools Week tradition.

As the old-timer said up there on the top of this page, things haven't changed since 1919. They're just a little bit worse. School buildings are bursting at the beams. Learning has been diluted as half-time sessions have become necessary in too many school districts. Teachers are scarce. There is need right now of 13,000 who are well trained.

So Public Schools Week is again before us, with the same problems crying for solution, but with the same spirit of cooperation between the public and school people which has made the event so significant in the history of California education.

W. Harold Kingsley

What I'd like to know is

Q. When a member of the California Teachers Association enters the race for state senator or assemblyman, why doesn't the profession back him with an endorsement, knowing that he would give the profession good representation?

Ans. The CTA works with legislators year in and year out on vital questions. We ask members of the legislature to support important controversial bills which would benefit the schools and the profession. We ask them to defeat bills which would jeopardize the welfare of schools.

Would the CTA not be in an indefensible position if we asked legislators for their support of our program and then endorsed a competitor simply because he is a member of the association?

Since we have no campaign funds to contribute to friendly legislators, and have determined that the teaching profession should not indulge in any devices of questionable ethics to reflect appreciation for support or to influence election of candidates pledged to specific school policies, the CTA has long pursued one policy—to thank our friends and ignore our enemies.

Therefore at the close of each general session, letters are written to legislators expressing thanks for specific evidences of their support of public education. This is not an official endorsement. It does not consider the legislator's record on any matters other than those concerning schools.

The CTA endorses NO candidates. It would be impossible to write letters of appreciation to persons who have not served in the legislature. Consequently, the incumbent who has demonstrated his support of legislation good for education may seem to be given preference over a candidate we feel sure would do as well or perhaps even better. The present policy has been reviewed and renewed on many occasions as the best for the welfare of schools and the profession, and the only effective procedure short of plunging the teachers up to their ears in partisan politics through endorsements in every district and in every election.

Q. How much is life membership in the CTA?

Ans. Except for honorary memberships awarded to teachers retiring after long and distinguished service to the profession, there are no life memberships in CTA available. There was a life membership classification created in 1950 and offered for \$150 through 1952. This has been discontinued. Only a few hundred such memberships were sold.

The NEA does offer a life membership for \$150, and is in the midst of a major promotion of these memberships as a means of financing the new national education center in Washington. These can be paid on a 10-year plan, \$15 per year, and constitute an effective means of investing in the future of our profession.

Q. I read in a column out of Sacramento that to return to teaching in California, a teacher who had temporarily left the profession would have to make retirement contributions for the time he had been out of teaching. Is this correct?

Ans. Absolutely not. If the teacher had withdrawn his money from the retirement system after leaving his last school employment, he would have to repay that amount plus interest. He would pay nothing for the years he was out of teaching.

Q. We have been told that an amendment to the Education Code adopted at the last session of the legislature makes it possible for boards to issue contracts any time after December 31. Should our teachers now expect their contracts for next year earlier than May?

Ans. No. The new law does not apply to teachers already employed by the district.

The bill grew out of the current acute teacher shortage, during which out-of-state teacher recruitment has been necessary to staff California classrooms. Boards and superintendents reported

that they were at a disadvantage when interviewing candidates in other states, particularly those completing their training in colleges and universities, when other states could offer firm contracts.

To assist in this situation, the legislature granted boards authority to issue contracts any time after Dec. 31 to teachers not already on the staff. Thus a superintendent, on the way to or from the administrators' annual convention in Atlantic City during February, can interview candidates and subsequently offer contracts which are subject only to the success of the teacher in obtaining a California credential.

Teachers and administrators must be alert to see that this law is not used as basis for employing teachers to fill positions not vacant—to replace current employees not yet notified that they will not be re-employed. Also, it must not be used as a device by which cities can strip rural districts of their teaching staff, before the currently employing district can offer contracts and without the knowledge of such district officials.

On the other hand, the law could result in closing the opportunities for some teachers currently in California to improve their positions by filling preferred jobs through early employment of out-of-state teachers.

In short, while the new legislation meets one direct need, it seems subject to such abuses that the CTA is watching its use carefully and is prepared to request drastic amendments or repeal if these abuses actually develop.

—Harry F. Fosdick

Employment Policy Cited

Employment of a new teacher to replace one already in service in the district before the present staff member has been notified that his contract will not be renewed is a violation of the same Code of Ethics principle which forbids a teacher to apply for a position unless a vacancy is known to exist.

This was pointed out by the State Ethics Commission following a discussion of problems which may arise from recent legislation permitting issuance of contracts to teachers not now employed in the district offering employment.

Representatives of the California Association of School Administrators have enunciated this same principle, and both associations will remain alert for any evidences of its violation, according to Harry Fosdick, secretary of the state Ethics Commission.

Are Teachers Citizens?

Ethics of Teacher Participation in Political Decisions

Fifth in a series of
policy statements by the
CTA State Ethics Commission

DURING a district board election campaign in which one or more candidates had openly declared opposition to modern school methods and support of drastic cuts in the school budget through decreases in services and salaries, staff members were severely criticized as behaving unprofessionally when they actively entered the campaign in support of candidates friendly to a strong educational program.

Later demotions of several teachers or administrators who had been leaders in this political activity were generally attributed to their participation in the election campaign, though no specific reasons were given. Out of this experience, a group of citizens and teachers raised the following question:

"What are the ethical responsibilities of teachers in relationship to the public in participating as adult citizens in political decisions involving the welfare of the youth in their charge?"

In the Code of Ethics for California Teachers, these statements are pertinent:

RESPONSIBILITY TO THE PUBLIC: The teacher is in a position of public trust. He serves as a trustee of the social heritage and works for the strengthening of education and for the realization of democratic ideals.

- I. To meet the responsibility to the pupils, the teacher:
 10. Does not use his classroom privileges and prestige to promote partisan politics . . .
- III. To meet the responsibility to the public, the teacher:
 3. Tells the community what the schools are doing for the betterment of the American way of life.
- IV. To meet the responsibility to the profession, the teacher:
 5. Maintains active membership in professional organizations and works through them to attain objectives which will advance the status of the profession.

6. Exercises his right to participate in the democratic processes which determine school policy . . . Once policy is determined, he supports it.

Teachers possess full citizenship rights and responsibilities. They have the right and must assume the responsibility to interest themselves in school, community, state, and national affairs affecting the schools and the educational welfare of children.

Teachers should have no fear of reprisal if their activities are directed toward selection of qualified candidates or election of board members, though judicious exercise of such rights would demand self-imposed moderation in local political decisions. When definite educational issues are at stake, some effort to make sure that voters possess the facts necessary for sound decisions is an obligation of the professional teacher.

From the standpoint of ethics, only the following limitations on this exercise of political right and responsibility exist:

1. Participation in board elections to satisfy personal ambitions or to resolve personal resentments violates the Code of Ethics admonition to direct his efforts toward issues rather than personalities.
2. Any efforts to influence pupils as a means of political action violate application I.-10 of the Code of Ethics.
3. Use of school time, materials or facilities for political activities is a misuse of public funds and an abuse of public trust. Wearing campaign buttons or distributing campaign literature in the school could be termed political activity in this sense; preparation of factual material to interpret the school's physical or financial needs to the community with board sanction would not.
4. Use of confidential information from school files for political or electioneering advantage is a violation of the Code of Ethics application I.-6.
5. Criticism of the professional competence or performance of colleagues

as campaign issues violate the Code of Ethics application IV.-8d. This does not preclude any teacher from opposing the candidacy of a colleague who is seeking political office provided this opposition is not expressed through criticism of the candidate's qualities as a teacher.

While the influencing of pupils to promote the teacher's personal political bias is forbidden, it is the judgment of the Commission that, since the public school system is one of the basic institutions of our nation, pupils should know and study its problems and the means whereby these may be resolved through community action. To this end it is appropriate for students to prepare and exhibit factual information regarding schools and other civic enterprises as part of their study of local community problems.

Beyond these few ethical restrictions, only judgment can determine the extent of teacher participation in political decisions. The public relations hazard of aggressive political activity must be recognized. It would seem a wise general guide to permit the seriousness of the educational issue involved to determine the intensity of teacher or teacher-association participation.

As a citizen, a teacher is entitled to give his support to any candidate or issue he chooses, but the more he scatters his activity, the less effective he is likely to be in his major concern — the welfare of the schools and the children they serve.

The same guiding principle is even more binding for organizations of the teaching profession. Unless forbidden by the statement of purposes in its own constitution, an association of teachers has full right to endorse and work actively for or against any candidate or issue as determined by the wishes of the group. Such an organization, however, would seriously harm its effectiveness on educational issues if it did not restrict its group action solely to that area of primary interest.

Proposition Two and You

What did increased state apportionments do for the profession? Analysis of current salaries shows average passes \$5000 mark

OFFICIAL reports on 1953-54 salaries are now available. All during the fall months we were making the best guesses we could about salary raises, from studying the new salary schedules sent in response to our survey in September. Our guesses turned out to be fairly good, but there is more satisfaction in knowing the actual figures.

Table I reports last year's state medians, this year's, and the gain. Just for fun we also include our "guesstimate" of last fall.

The median salary is the middle salary when all are arranged in a list from high to low. The average salary, or mean salary, is the actual arithmetical average of all salaries totaled and divided by the number of salaries. This last figure is not practicable to collect and compute for 75,000 teachers except at prohibitive cost and effort. However, it is possible from the data collected for the median salary to make a fair approximation of the average salary, since the distribution is not freakish in any way.

Table II shows this approximate average salary, obtainable from cumulatively multiplying the midpoint of each salary bracket by the number of salaries in the bracket and then dividing by the total number of salaries. It will be immediately noticed that this average figure is higher than the median, except for the junior college level. This occurs in the elementary and high school groups because the range of salaries in the lower half of the lists is considerably narrower than it is in the upper half. For all teachers combined we have the following situation: \$3,000 to \$4,587 in the lower half in contrast to \$4,587 to \$7,500 plus in the upper half.

It may be pointed out from the above figures, that the average income in the "education profession," those engaged directly in an allied fashion with the instruction of pupils (assuming that the nurses group are basically concerned with health maintenance rather than

By Kenneth R. Brown
Director, CTA Research Department

educational growth) is close to \$5,000. We believe this is a figure which should be compared with the average salaries reported for lawyers, doctors, engineers, dentists, all of which have recently been reported to be higher than the education average.

Another statistic which we believe to be of interest is the per-full-time-certificated-instructional-employee increase in State support of public schools. This is an artificial statistic in the sense that it does not completely account for all employees who are supported by this total State aid. It excludes central office personnel: superintendents and assistants of various kinds. It excludes persons in auxiliary services: child welfare and attendance officers, employment directors, nurses, doctors, dental hygienists, psychologists. It omits the significant number of part-time, adult education, and substitute personnel carried in the instruction budget. It includes those who in school finance terminology are classified as "instructional staff": Principals, vice-principals, directors, co-ordinators, supervisors, teachers of all kinds, librarians, and counselors.

In 1952-53, State apportionment for general operations of the schools (excluding textbooks, teacher retirement, school building aid, Federal lunch program, and child care centers) totaled a sum of \$280,663,119. If this amount is divided by the number of full-time instructional staff for October 1952, the figure \$3,686 is obtained. The anticipated total of State apportionment for 1953-54, included in the annual State budget, is \$367,182,801. This total does not include other items of State aid to local school districts, which bring up the local assistance item for education to over \$400 million.

The 1953-54 State apportionment total divided by the October 1953 full-time instructional staff figure yields a per-employee amount of \$4,460 (\$367,-

181,802 ÷ 82,332). The difference between this amount and the similar one for 1952-53 is \$774. We shall compare this gain with the gain in the average salary for the instructional staff in 1953-54, from Table II, \$344. We can come to the conclusion that in an overall State total, about 44.4 per cent of increased State apportionment has turned up in salary gains. This conclusion would assume that local revenues for the general funds of districts had not risen significantly. Since State dollars and local dollars lose their identity in the expenditure side of the district budget, it would be difficult to trace the exact source of the salary increase. However, we do know that local school tax rates generally were not increased for the current year. What increases have occurred have been nearly always for construction purposes. A number of districts decreased their current operations tax rates.

If it is not substantially wrong, and we believe it is not, to conclude that salary gains of the current year are the direct result of increased State aid, then we can observe that more than half of the State aid increase has gone for other than salary purposes and has been made available for other aspects of local school operations: capital outlay, tax reduction, reduced class load, added services, strengthened reserves, needed maintenance, and so on. How does this compare with our past operational practice?

Reports of the State Department of Education have shown us for the last few years since World War II that the distribution of expenditures in school budgets has produced the results in Table III, showing the proportion of total expenditures which has gone to instructional staff salaries, Item 2a in the general fund.

We believe that the data in Table III would warrant the question as to whether the apparent 44.4 per cent of increased State aid absorbed in the average salary increase for this year

matches up with our prevailing experience and practice in spending for schools. There would appear to be some grounds for requesting at least this level of use of increased State aid for salary scheduling. A local decision on this matter would depend upon the local action for the present year, or for the past several years for that matter. There will be districts which this year took full salary advantage of increased State aid. There will be numerous others which found reasons for following another course. In these latter districts, the issue should be just as much alive as ever.

In any case, under existing legal determinations, you will be paid what the community believes is necessary for a good school program within its financial capabilities. If this is not so, then the problem is not a statistical one; it is a problem in human and public relations. Persuasion is still in order, and there is still work for the local salary committee to do. Bulletin No. 66 and the Salary Policy Statement should help you. The annual salary report and cost-of-living bulletins will be in your hands shortly.

Put Out the Welcome Mat

A detailed outline of classroom activity
will make parental visits during Public Schools
Week more objective and better appreciated

Here's how one school
made the public welcome
with classes in session

Miss Helen L. Growe, research assistant to the president of Stockton College, who wrote the brief statement below, forwarded to the Journal a copy of the schedule of typical classes used last April. The brochure handed to each visitor consisted of six mimeographed pages, outlining in detail each hour of the day (from 10 a.m. to 4 p.m.) what classes were in session, a brief description of the work, room number, and teacher's name. This seemed to be an excellent organization of a phase of Public Schools Week and might easily be used by elementary and secondary schools when the observance comes again next month.—Ed.

Public Schools Week will give parents a greater understanding of the aims of education and enable them to study the facilities, resources and plans for achieving these aims. Parents are interested in the displays and entertainments that are prepared for them, but they especially want to know what goes on in the ordinary classroom. The special events are spectacular and appealing, but the real services that the school renders to the youth of the community take place in the classrooms.

However, when parents come to the school, they are sometimes overwhelmed by the multiplicity of places to visit and cannot find the things of greatest interest to them. In order to assist parents as much as possible, the Stockton College staff assembled information in regard to various regular day-time classes in operation on the special Stockton College day of Public School Week. These classes carried on regular activities and demonstrated the typical work done in the particular curricular area. The classes were listed by the class hour and the subject area. In many cases the problem or project for the day was indicated.

Each visitor was given a list of the classes which might be visited. He could easily determine, for example, whether it was possible for him to attend a class in algebra at 11 o'clock. Thus, each parent could know, each hour, just what he could see that was of special interest to him.

The special list of classes was helpful in directing parents around the campus so that their time could be spent profitably.

It is important for members of the community to know, firsthand, what goes on in our classrooms today, since they receive so much fragmentary and second-hand information. A meeting of a parent and a teacher is helpful to both. Understandings are developed, and problems, if they exist, can be solved more easily.

TABLE I

California Full-Time Classroom Teacher Median Salaries, 1953-54

| | 1953-54 | 1952-53 | Gain | Our Guess |
|----------------------|---------|---------|-------|-----------|
| Elementary | \$4,354 | \$3,997 | \$357 | \$4,350 |
| High School | 5,066 | 4,783 | 283 | 5,200 |
| Junior College | 5,886 | 5,463 | 423 | 5,900 |
| Combined | 4,587 | 4,266 | 321 | 4,600 |

TABLE II

Estimated Average Salaries of Full-Time Certificated Staff, 1953-54

| | 1953-54 | 1952-53 | Gain |
|---|---------|---------|-------|
| Elementary classroom | \$4,511 | \$4,158 | \$353 |
| High school classroom | 5,164 | 4,835 | 329 |
| Junior college classroom | 5,794 | 5,436 | 358 |
| Combined classroom | 4,774 | 4,432 | 342 |
| Elementary principals | 6,942 | 6,338 | 604 |
| High school principals | 8,314 | 7,590 | 724 |
| Junior college presidents | 10,037 | 9,528 | 509 |
| All instructional staff (excluding superintendents, assistants, and auxiliary staff)... | 4,954 | 4,605 | 349 |
| Total certificated staff (excluding nurses)... | 5,005 | 4,661 | 344 |

TABLE III

Percentage of Total Budget Expenditure for Salaries of Instructional Staff; California School Districts, 1947-52

| | 1947 | 1948 | 1949 | 1950 | 1951 |
|----------------------|-------|-------|-------|-------|-------|
| | 1948 | 1949 | 1950 | 1951 | 1952 |
| Elementary | 62.37 | 61.19 | 61.01 | 60.41 | 61.39 |
| High School | 57.83 | 56.30 | 55.55 | 53.96 | 55.09 |
| Junior College | 51.88 | 47.39 | 42.10 | 39.27 | 45.67 |
| Unified | 62.05 | 60.47 | 60.47 | 60.43 | 60.52 |
| Combined | 60.41 | 58.89 | 58.16 | 57.17 | 58.51 |

A Senior student who expects to teach thinks out the relationship of his intellectual talents and his moral obligations to society . . .

“ . . . a meaningful life in teaching ”

By Albert Higgins

I HAVE prepared two lists of words which I shall read to you. The first reads: morality, ethics, righteousness, charity, meekness, universal deity, and the Trinity. The other includes: areas, volumes, unknown quantities, radical expressions, differential calculus, integration, and inverse matrices. Although I have separated these terms, which most people could recognize as some of the more important components of religion and mathematics, I feel that they should be joined in one list. You may wonder why I say this. I was asked to speak of the part religion plays in the life of a student. I'm not going into detail directly on that line. But I do want to express some of my views on the place of religion in education. Naturally they result from my own experiences. From these views I feel you will have an indication of why I connect these terms in one list.

Most students are asked innumerable times what we plan to do upon graduation. Since I am graduating from U.C.L.A. in June, people are starting to inquire of my plans. Knowing that I have three years of obligated service with the Navy, most of their questions run something like this: "What profession are you planning to enter when you leave the Navy?" Or "What business employs men of your mathematical training?" With the questions they throw one of those expectant, conversational smiles my way. The questions and smiles never bother me, for I know the people are interested, but what does disturb me is the reaction which many give when I tell them I plan to enter teaching. All of a sudden the smile changes to a consoling expression as if I were doomed to some unhappy fate, and they say—"That's nice," or "How did you ever decide on that!"

For some reason teaching has been regarded as a last resort. Maybe it is because many of us have unhappy recollections of teachers who made life miserable for us,

simply because we would torment them daily. But I also remember the several teachers who have helped me make important decisions pertaining to school and college, as well as to help me with my personal problems. You have all had such teachers, or you have children who tell of teachers whom they hold as models. There are some in every community. What I found was that the ideal teachers in my experience were all guided by, or exemplified some of those terms I listed under religion. They did not preach in the classroom, nor did they try to convert their pupils to a favored denomination or sect. But what makes them important is that they live as an example to their students. The spiritual direction which they possess spills over to the students.

We all need spiritual direction as well as intellectual, social, and physical direction. If I were a parent, I'd feel my child cheated if he didn't get guidance in every one of these lines from his teachers. Unfortunately all teachers cannot inspire worthy goals. And with the present shortage of teachers there is a great need for serious young people who will undertake the necessary training for teaching.

I have grown up in a religious home, and as many of us do when we think of the future, I seriously considered entering the ministry. However, mathematical sciences have been my prime interest throughout school and I have become intensely concerned about this need for teachers. It is for these reasons that I have pursued a curriculum of mathematics. As many of our ministers suggest in their sermons, not all of us can, nor should we all enter the ministry. We should try to live our religion in our daily lives, in our professions, and our homes. It is with this philosophy in mind that I am leaving college. I feel that I CAN make my mathematics join with my ideals of religion into a meaningful life in teaching.

Recognizing the shortage of good teachers and the recent emphasis on moral and spiritual values in education, Raymond Moremen, chairman of the department of music at UCLA, sent the

Journal the following statement, written by a senior student.



HIGGINS

G. Albert Higgins, Jr., is the son of a Methodist minister. After graduating *cum laude* from a Massachusetts preparatory school, he entered UCLA in 1950 on a Navy scholarship.

Maintaining a B average, he will be married after graduation in June and must then do a three-year hitch in the Navy before completing his teacher training.

The excellent synthesis of religious conviction and the profession of teaching which this young student has written was prepared for a speech given on Student Recognition Sunday at Westwood Community Church. JWM

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March 1954



From Seed to Tree

First graders learn about
the mysteries of seeds

By Bessie Walker

ONE morning during our sharing period, one of the children presented some cockle burrs and asked if anyone knew what they were. The children were informed that they were a kind of seed pod and one was opened to show the seeds.

A general discussion of seeds followed, involving sizes of seeds, kinds of seed containers, where seeds are found, how they get from place to place, etc.

This followed rather closely a rock show which the children had enjoyed, so someone suggested we have a seed show. Enthusiasm among the children reached its height when the P.T.A. invited the class to display their seed exhibit at the next P.T.A. meeting. When the class had accumulated 50 varieties, they set a goal of 100 varieties by P.T.A. day. They passed their goal.

This proved to be a natural subject for a unit of study as it was something in which each child could participate. The class went on one field trip, around the school yard and on the sidewalk by one vacant lot, and the children collected nearly 20 varieties of seeds. The object of this walk was to show the children where to look for seeds. They discovered that seeds are found in a variety of forms.

Aside from the obvious lessons in nature study involved in this unit, the children entered into lessons in numbers and number concepts, in reading, oral language, writing and art, with enthusiasm.

They not only counted the varieties accumulated each day, but they added the numbers brought in each day.

When the goal of 100 was about three-fourths attained, they figured the quantity they would need to make 100.

They figured that if each child enrolled would bring one kind they would have met their goal and how many over the goal they would have. Naturally children of first grade level cannot do arithmetic problems as adults think of them, but they can count, and they developed ways of their own to find out what they wanted to know.

Scrap books were made by the children which involved sorting pictures into four categories; seeds make trees, flowers, fruits and vegetables. The children were divided into four teams. A captain was appointed for each team whose job it was to see that the pictures were well cut out, pasted in correctly and that none found their way into the wrong book.

The children drew and painted pictures to illustrate their stories involved in the unit. They painted milk bottle cap covers for containers for the seeds. They made finger painting designs for mats on which to display the seeds.

As further lessons in science, seeds were sprouted in a glass gallon jar in such a way that the children could watch the root system develop and see how leaves grow. A measuring device was attached to the jar to see how fast the plants grew, thus motivating more lessons in numbers.

A project of this sort has far reaching results. Besides motivating school subjects, it develops children socially. It develops powers of observation, cooperation, leadership, and responsibility.

A FOURTH-GRADERS VIEW OF A TEACHER

A fourth grade student, Gail Kinney, in a Beverly Hills elementary school, handed in a class assignment which listed her qualifications for the ideal teacher. The list, forwarded to the Journal by Teacher Marguerite E. Munro, reveals a youthful appraisal which may be of interest to many teachers:

1. I don't like a teacher who sizes up a person by his brothers or sisters.
2. I don't like a teacher that forgets the assignment she has made.
3. I don't like a teacher who sticks to textbooks all the time.
4. I don't like a teacher that has favorite pupils.
5. I like a teacher who asks the class what book she should read to them.
6. I like a teacher who respects the class a little.
7. I don't like a teacher who punishes the pupil because she doesn't like him.
8. I like a teacher who reads to the class about three times a week.
9. I don't like a teacher who gives speeches every time somebody does something wrong.
10. I like a teacher who will give directions twice if you don't hear them.
11. I don't like a teacher who isn't fair in grading your papers.
12. I like a teacher who doesn't have too much of one subject and not enough of another.
13. I like a teacher who lets us do a lot of art work.
14. I like a teacher that will give you new supplies if you need them, without asking how you broke them or lost them.
15. I don't like a teacher who talks all the time and doesn't say anything.
16. I don't like a teacher who won't tell you the assignment if you've been absent.



WANT TO GO SIGHT-SEEING IN EUROPEAN CAPITALS?
This picture shows buses in front of L'Opera in Paris, one of many memorable sights California teachers will be carrying away in a few weeks. Incidentally, French National Railroads has announced an amateur photography contest for American travelers.

An Invitation to Travel

TEACHERS are the "travelingest" people. This conclusion of advertising experts, commercial analysts, and international observers is bolstered by official action of the California Teachers Association, based on observation of the normal teacher's pattern of life.

Freedom from classroom duties for that quarter of the year when climate for travel is most attractive and a natural curiosity about life in other lands in order to teach with greater understanding and authority are two reasons why teachers are great travelers. Add to these the economic inducements frequently offered on salary schedules for summer study and travel and the annual rush to foreign soil becomes understandable.

CTA Help Offered

Believing that members should have a competitive advantage in arranging their summer plans, the Board of Directors of CTA last spring approved study tours to Hawaii and Mexico City managed by the firm of Phinney and McGinnis of Monterey, professional travel agents. The board's requirements were that the firm should be competent and reliable, that the tours should include acceptable university credits, and that the cost should be fixed lower than that obtainable individually.

Phinney and McGinnis reported 26 CTA members taking the air trips to the two universities last summer. Reports of tour members indicated satisfaction with supervision and arrangements. This year the firm will repeat its offering of Hawaii but will cancel group arrangements for Mexico City and British Columbia. They feature, however, an additional offering of courses at the University of Oslo, the Swedish Institute at Stockholm, and the Danish Society in Copenhagen, as well as side trips in Norway, Sweden, and Denmark.

Variations Provided

The Scandinavian summer session tour provides a basic plan and two options. The basic plan at \$945 is scheduled to leave New York by TWA on July 2. Morning sessions will be held for two weeks at Oslo on a study of social and political institutions as well as the educational system of Norway. The tour train will arrive in Stockholm July 16 for two weeks of sessions, lectures and visits. On July 30 the

group arrives in Copenhagen for two more weeks of an interesting schedule with departure from Amsterdam August 15 and arrival in New York the next day.

Details of arrangements with educators and ministries of education were made by Glen Goodwill, superintendent of schools at Monterey and former president of CASA. San Jose State College has agreed to grant four semester units of credit in either social science or education. Another two units will be granted by the University of Oslo. The tour group will be guided by Doris H. Linder, assistant professor of education at San Jose, a former student at Stockholm, and an expert linguist.

Complete Tour Described

Phinney and McGinnis will provide an eight-page descriptive folder of tour details free on application. The firm's advertising appears on another page of the Journal. Optional plans, providing study and additional travel to other European countries, at additional costs of \$115 or \$185, are described, as well as a grand tour offering at a total cost of \$1245. Complete suggestions, outline of responsibilities, and costs are also detailed in the folder.

Other advertisers in CTA Journal have demonstrated reliability and experience in organizing summer tours.

Eur-Cal Tours, sponsored by the Associated students of the University of California, will offer comprehensive tours, roundtrip air travel, 80 days on the Continent, and visits to 14 or more countries.

The grand trip north provides de luxe bus travel and close contact with European life, with visits to most of the north and west countries. Tour price is set at \$1370. A comparable 80-day tour of the southern countries is similarly priced. Detailed literature is available from Golden Gate Tours (conducted by Bergman and Andersen), 2325 Blake Street, Berkeley.

San Francisco State College will sponsor a student seminar to Western Europe from July 7 to September 2. Under leadership of Dr. Louis Wasserman, associate professor of philosophy and government, the seminar group will visit England, France, Netherlands, Belgium, Germany, and Denmark. For five weeks the group will attend lectures two hours daily in famous universities. The group will be limited to 17 members, ages 19 to 30; cost will be \$900 including tuition fees. Six units of credit will be given.

In addition to the Wasserman tour, Dr. D. S. Wheelright of San Francisco State College will conduct a six weeks summer tour of Europe featuring studies of music and art. Eight countries will be visited between July 9 and August 25. Dr. Wheelright may be contacted at 1600 Holloway Ave., San Francisco 27.

A study tour of contemporary Europe lasting 63 days and costing \$1130 will be conducted by C. E. Stalder of Riverside College, with two units of credit offered by that school. Visits to most of the countries of Europe will begin June 30 with return to New York August 31. Travel is by ocean liner and motorcoach. Stalder said he had arranged a group luncheon with members of the House of Parliament and with Swedish government officials. Emphasis will be on a study of social problems.

A 60-day tour of Europe by motor coach, sponsored by Mins Travel Service of San Francisco and limited to 20 young women, will be priced at \$1195. In none of the tours described on this page is air or rail fare to and from New York included in the tour price.

40 Days in Mexico

For the second time, an accredited bilingual summer school sponsored by the Universidad Autonoma de Guadalajara and members of the faculty of Stanford University will be offered at Guadalajara, Mexico, June 27 to August 7. Cost of \$225 covers six weeks tuition, room, and board. Information may be obtained from Juan B. Rael, Box K, Stanford University.

OR WOULD YOU PREFER NATURE STUDY IN THE SIERRAS? This picture by Joe Wampler shows a scene near Blaney Meadows, midway on the John Muir Trail in the High Sierras. Nature-lovers and biology teachers will be interested in the numerous opportunities for field study in California. Audubon Camp offers botany and bird study with college credit. Wampler conducts a trail group through the mountain and lake country, helping hikers to learn with fun in a healthy outdoor experience.

Some teachers prefer to travel without benefit of tour directors, guides, and prearranged sightseeing schedules. For those daring souls who can brave the hazards alone, there may be deep compensations. Mr. and Mrs. Ray McHugh resigned their teaching jobs at East Nicolaus and Rio Linda last spring to travel a whole school year in Europe, the Mediterranean, and Africa. Now half-way on their projected tour, they recently wrote a letter to the Journal from Cairo, offering a description of highlights and some simple suggestions for other teachers who travel.

"Travel light," the husband and wife team cautions. "Force yourself to take just one suitcase apiece. Three or four changes of clothing, an extra pair of shoes and a few odds and ends should be adequate. Put your souvenir money into a 35mm camera and take as many color slides as possible; they are invaluable in teaching. And don't carry along a drugstore; you can buy everything you need abroad. Read everything you can about the countries you intend to visit. Novels by foreign authors make a fine background for travel."

Summer Sessions Attractive

For those teachers who have neither the time nor the fattened bank account to try foreign travel this year, scores of summer sessions and units of special study are available in California and elsewhere this summer. As a suggestion of the range offered, this article will mention only two on which information is currently available.

The 22nd annual Institute of Nature Study and Conservation will be offered August 9 to 21 by University Extension, University of California at Santa Barbara. The Museum of Natural History, Botanic Garden, and the Department of Biological Sciences will cooperate in the session. Most popular features are field trips in seashore life and a study of shore and land birds. This outdoor college is informal and under competent guidance.

University of Minnesota, Duluth Branch, is one of many colleges actively promoting its summer courses based on a combination of ideal climatic and recreational advantages and a broad selection of cultural courses.

Nature Study Popular

If the teacher is not interested in distant travel, an experience in one of the two-week sessions at the Audubon Camp of California would be both memorable and useful. Each session, under expert leadership, acquaints campers with plants and animals in a wide variety of natural habitat. The camp, located at Norden, near historic Donner Lake in the high Sierra, is well placed for a study of natural history and geology. Housing is comfortable and menu is simple but attractive.

Enrollment at the Audubon Camp is limited to 50 in each of the five sessions, extending from June 27 to September 4. Cost of \$95 for each session includes board, lodging, instruction, and transportation from the nearest train or bus station. Registration for two units of credit from Sacramento State College will cost an additional \$15.

Another alternative for the physically vigorous teacher who wants a minimum of supervision and a maximum of opportunity for nature study is the John Muir Trail Trips managed by Joseph C. Wampler of Berkeley. Wampler has arranged for 37 days on the trail from Tuolumne Meadows to Whitney Portal, with rates based on seven days or more either hiking or riding. Travelers may leave or join the party at designated road heads.

J. W. M.



The Effect of Teaching on Personality

A rich, rewarding professional life is possible, says this eminent psychologist, if the teacher recognizes and uses these five factors

By E. V. Pullias

IN spite of many changes for the better in teacher training and teacher selection, there is a widespread feeling that the teacher develops a characteristic personality that is in general not very desirable or attractive. How much truth is there to this notion about teachers? If there is some truth in this view, what are the causes?

The stress and demands of teaching have two different kinds of effects on the teacher. Some teachers become less desirable with increased experience. Each year of experience damages further the personality of these teachers. As they grow older, they come more and more to typify the worst picture of the school teacher: harassed, irritable, insecure, defensive, opinionated, fearful, domineering, garrulous, condescending, lonely, infantile.

Other teachers are enriched by their teaching experience. Each year of teaching makes their personalities more desired and more desirable. As these teachers grow older, they come to typify the teacher at his best—the type of the beloved Mr. Chips and innumerable other great teachers less celebrated but equally well appreciated by grateful students: kindly, stimulating, mature, thoughtful, confident, joyful, sincere, creative.

What Makes the Difference?

The questions of real significance are these: What makes the difference? Why does teaching ruin the personalities of some teachers and enrich the personalities of others?

There are many reasons, including differences in individual constitution and in life's circumstances. But in a very practical sense the difference results from the attitudes teachers bring to their work. Certain attitudes pro-

duce distorted, impoverished personalities; others bring mature, enriched personalities. The following are five approaches to teaching which do much to make the difference:

1. **Learning Attitudes.** The teacher who is constantly searching for new ideas about his work will grow on the job. One of the great dangers of the profession is the rut—sometimes described as a grave with both ends out. Using the same notes and the same plans year after year is harmful not only to the teacher but to the taught as well. To approach each year of work, each new group of children with curiosity, and especially with imagination, is to go a long way toward making the job a new and meaningful experience for the teacher: a situation in which he is interested and thus from which he learns and which, consequently, opens up new areas of growth for both student and teacher.

2. **An interest in the Whole Child.** Teaching can be the stirring work of an artist or the depressing endeavor of an uninspired piece worker. The teacher who has some understanding of and appreciation for the complex unfolding of the personality of the whole child works with the zeal and energy of an artist. He is a skilled workman in the presence of material with almost unlimited potential, and that situation brings out the potential of the worker. At best such a teacher feels himself to be not only one of the most important workers in his society, but he is verily a partner with the Infinite in bringing into being the life for man that should and can be. Such a teacher is continuously enriched by his teaching.

The teacher who merely teaches a subject or who is interested only in a part of the child faces each new year

and each new group of children with the boredom of a toiler at meaningless work. After a few years the variety and freshness of his task are gone, and teaching closes and distorts the personality as does all work that has lost its vital interest and meaning. In short, a teacher may become a low grade assembly-line worker engaged in deadening routine which, because of the strains of constant human relationships, is much more damaging to the personality than the industrial assembly line.

3. **An Appreciation of the Meaning and Function of Education.** To be most effective and healthy, the teacher must have a good grasp of the meaning of teaching for the society which he serves. If he understands that the very existence of that society, as he knows it, as well as such progress as the society may make, is in considerable measure dependent upon him, then the teacher will take deep pride in his work. He will feel himself a part of one of man's most significant efforts, and such a feeling gives wholeness and meaning to personality.

The case is the opposite with the cynical teacher. He either never achieved a vision of the function of good teaching, or the demands of life eroded the ideal out of his character. He doubts the significance of the educative system and the educative process, and thus his task, which at best is very trying, loses its larger meaning and becomes harmful to the teacher's personality.

4. **The Long-Time View.** Results from the teacher's work are usually slow and not easily measured. Under most systems his contact with individual children is brief, spasmodic, and hurried. This fact means that he may get a very partial view of the unfolding individual personality.

But even though the teacher were with the children long enough to see something of their personality growth, still the most important fruits of education would not be in the teacher's view. A teacher must develop a rare and fine perspective or long-time view to see in the growing, mistake-ridden child the confident, mature, wise citizen of tomorrow. I am convinced that the teacher who lacks such perspective lacks one of the helpful aids to remaining wholesome in teaching.

At best this perspective goes even further to take in the effect of teaching upon the progress and improvement of mankind in the future over many gen-

erations. One of the worst crimes of our time is the tendency to segment life and thus to place its efforts in a petty immediate framework cut off from proper relation to both the past and the future. I know it is a little out of fashion to speak seriously of Spinoza's suggestion that for life to be most effective, it must be placed in a "framework of eternity," yet I believe it is true that any teacher who cannot view his work in terms of its effect upon many generations of men will find teaching very hard on his personality. If he can achieve to a remarkable degree the long-time view—the perspective of which we speak—then teaching even under difficult circumstances is a tonic to wholesome personality growth.

5. The Professional Attitude. By professional attitude is meant a view toward one's work which places the excellence of the job one does above all personal considerations. This view places the service one renders as the matter of first concern. Medicine and the ministry at their best are probably the most excellent illustrations of this attitude although commercialism and over self-interest have done much to damage both of these ancient and great professions.

Without the professional attitude the teacher tends to become chiefly concerned about what the teaching profession has to offer him rather than what he can contribute through the profession. Teachers need to be properly paid and should have good conditions for work, but any teacher who so loses sight of the nature and function

of his profession as to be primarily concerned about these personal benefits will find this need for more personal gain growing on what it receives so that he is forever grasping for more for himself. Such an attitude toward any work will make that endeavor harmful to the personality.

On the other hand, the professional teacher finds the deepest joys in life are those which come from the consciousness of work expertly done—from a work done in an infinitely larger framework than self and narrow self-interest. When a teacher or any professional person takes the strictly commercial attitude, he will develop a distorted personality. He may through various kinds of pressures secure certain benefits and protections for himself, but in the long run he is in danger of losing the much greater values that accompany the life of a genuine professional worker. Ironically enough, the evidence indicates that the best quality of professional service is, over a long period, better remunerated by society than the service rendered by the highly commercial tradesman.

There is no intention here to disparage any kind of work. The true professional attitude involves an approach to one's tasks and may be manifested in any work. An unskilled laborer may put the quality and meaning of his work above all other considerations. If

so, he is a professional worker as the term is used here. Be that as it may, the satisfactions of the teacher with the genuine professional attitude are much deeper and his personality much richer than that of his brother who relates every problem to himself and his own immediate welfare.

Future Depends on Solution

There are, doubtless, many other factors that help to make the difference between those teachers whose personalities are spoiled and those that are enriched by teaching, but these five will suffice for illustration. Much good would accrue to the teaching profession if teachers in service and those engaged in the training of teachers understand fully the factors that make this difference, for improvement in recruiting and retaining the great teachers we so desperately need depends upon the solution of this problem.

As things now stand, many who have the insight to see that teaching is seriously damaging their personalities leave the profession; others remain to become the worst type of teacher. Still others find the secrets to enriched and wholesome personality through teaching and become examples of beloved and great teachers. An increase in the proportion of the last group would be a great boon to teachers, to the teaching profession, and to those who are taught.

Californians Named In Better Designs Awards

Two of the five architectural firms presented with bronze plaques for winning the 1953 competition for Better School Design were Californians. Awards were announced by School Executive Magazine February 13 at AASA convention in Atlantic City.

John Carl Warnecke, San Francisco, won top place for his design of White Oaks elementary school annex, San Carlos. John Lyon Reid, San Francisco, took fourth place with Manor and Deer Park elementary school designs in Marin county.

Two Californians listed among the ten honorable mentions were Russell Guerne deLapps and Mitchell Van Bourg, Berkeley, and Wurster, Bernardi, and Emmons, San Francisco.



Napa School Design Wins Award

LOW wide overhang faces south in the cutaway model shown above for proposed schools at Napa. Architect William Corlett of San Francisco won an award citation in January from Progressive Architecture, with Peter H. Skaer as associate designer on the project.

Of the 47 award citations given out, eight were in the field of educational buildings, chosen by an eminent jury in a national competition. Three were in California, including the Napa school, the humanities building at UCLA, and the alumni house at UC, Berkeley.

The jury noted that the designers of the Napa school solved the problem of creating two schools identical in program but opposite in orientation. The low overhang shields students and teachers from strong sunlight and the ceiling-high north windows provide ample light for studying.

Selling the Idea of the **Ever-Changing Curriculum**

**Cooperative curriculum planning will
aid the student and the community
in effective democratic living**

By Harold H. Stephenson

RECENTLY a letter appeared in a small city newspaper suggesting that the local school district institute a summer activities program for high school pupils in a manner which would not burden the district financially. If the citizens of the community would cooperate by offering their time and talents without remuneration, as mothers do in cooperative nursery schools, the letter writer felt that there was no reason why the problem of wholesomely occupying the time of the teen-ager could not be worked out as well as the problem of what to do with the pre-school child had been solved by the nursery school.

No one has ever denied the great stake that parents have in the education of their children. If they have been somewhat reluctant to open their pocketbooks and pay increasing taxes for the support of the schools, perhaps it is because the need has not always been made clear to them. If they have tended to be overly critical of the school's shortcomings and oblivious of its accomplishments, perhaps, here again, the schools have not done their part to keep the public informed. Unfortunately, even today, there are parents who feel, with reason, that they are *personae non gratae* in school affairs. Some of them assert their rights beligerently, while others bear their resentment in silence.

It is a very human reaction to be unsympathetic toward an organization which excludes you. An administrator who looks on the PTA as a meddling, fault-finding group of disgruntled citizens cannot expect much aid from them in putting across his proposals.

Then there is the other side of the picture. How many times does one hear the complaint from teachers and principals alike—"We do everything we

can think of to get the parents to come to meetings, but they are just not interested!"

Are Parents Concerned?

Is it true that modern parents are less concerned with the education of their children than parents of a generation or more ago? The increasing number of articles on education appearing regularly in popular magazines hardly supports this contention. Such publications do not lead popular attitudes; they follow them; and in general, they reflect two opposing viewpoints. Some writers state that schools are arrogating too much responsibility to themselves, which they are neither competent nor morally required to manage. They are usurping the functions of the home and at the same time neglecting those areas of the curriculum which schools have traditionally purveyed.

On the opposite side of the fence are those who believe that the home alone cannot be counted on to supply adequate training in democratic citizenship and social adjustment. The family is no longer the tightly knit unit that it once was, where there was economically-needed work for every pair of hands, young and old alike. If the Devil found mischief for idle hands to do in our grandmother's day, we have only to examine the appalling records of juvenile delinquency in our own era to recognize that wherever we choose to point the finger of blame—on home or on school—something more in the way of education is needed.

The school needs help and the home needs help in the performance of this vital duty to society—the education of its children.

The letter writer who suggested the cooperative summer educational ar-

range ment sensed that need, and his answer to it was both logical and democratic. Democracy depends for its very existence on an enlightened electorate—the founding fathers reiterated that principle until it has become a truism of our social system. Therefore, it is the right and privilege of each member of the community to participate in the education of its children.

Cooperative Planning

In keeping with the trend toward emphasizing democratic procedure in the schools, the entire school personnel—administrators, teachers, and pupils—are more and more frequently being included in curriculum planning. No longer acceptable is the old idea of imposing a static curriculum pattern handed down from higher authority. What teachers teach and what pupils learn, they have a democratic right to help decide. And in this process of planning and decision lies training in democratic procedures which may be more valuable than the subject-matter itself.

But where do the parents and the public in general fit into this scheme? Should they, too, be invited to participate in curriculum planning to the end that the curriculum may more adequately satisfy the needs of the children as the community sees them, as well as needs evaluated by the children themselves and their teachers. Such, no doubt, would be the democratic ideal of education. But it poses problems.

Few parents have had the training in child psychology and scientific methods of teaching and guidance which are the necessary corollary to curriculum planning. They are blind to all but the old authoritarian methods under which they got their schooling. The concept of a curriculum which must be changed to meet the changing needs of life in a continually changing world is an attitude incomprehensible to them. The content of education is fixed and absolute—a mere matter of pouring it in. They must reorient their thinking if their contributions to curriculum planning are to be more than negative.

In this, as in every other democratic enterprise, farsighted leaders must undertake to help these people see the facts and change their attitudes accordingly. It is not impossible—even parents have capacities for learning! And it must be done if the school is to cast off its pattern of isolationism and recog-

Important DATES to remember

March 6—CTA State Board of Directors; regular meeting, CTA Building.

March 6—CTA State Salary Committee, CTA Building.

March 6—CTA Classroom Teachers Department; central section meeting, Fresno.

March 6—Assn. for Student Teaching, NEA, regional conference, Statler, Los Angeles.

March 10—CTA Southern Section; Santa Barbara County area field conference, Santa Barbara.

March 12—CTA Central Section; officers and committee chairmen, Fresno.

March 7-12—Association for Supervision and Curriculum Development; annual convention, Los Angeles.

March 8-12—California School Supervisors Association and California Association of Supervisors of Child Welfare and Attendance; annual conference, Los Angeles.

March 12—CTA Central Section; officers and committee chairmen, Fresno.

March 11-13—California Industrial Education Association; annual convention, Fresno.

March 12-14—California Association of Women Deans and Vice-Principals; southern regional conference, Hotel Coronado, San Diego.

March 13—CTA Bay Section; council meeting, Washington School, Berkeley.

March 13—CTA Southern Section; council meeting, Los Angeles.

March 13—CTA Central Section; council meeting, Fresno.

March 18-20—United Business Education Association; western regional meeting, Portland.

March 19-20—California Educational Research Association, University of California, Davis.

March 20—CTA State Committee on Youth Activities and Welfare, CTA Building.

March 20—CTA Central Section; conference on good teaching, Fresno.

March 23-27—American Industrial Arts Association; 1954 national convention, Los Angeles.

March 26-28—California Association of Women Deans and Vice-Principals; northern regional conference, Sacramento.

March 27—CTA Northern Section; better teaching conference, Sacramento.

March 31-April 3—American Association for Health, Physical Education and Recreation; southwest district, Tucson.

April 1-3—California Council on Teacher Education, Mar Monte Hotel, Santa Barbara.

April 3—Southern California Junior College Association; spring conference, Los Angeles.

April 8—CTA State Board of Directors; regular meeting, Asilomar.

April 8—CTA Ethics Commission, Asilomar.

April 8—CTA-NEA Relations Commission, Asilomar.

April 9—CTA Southern Section; board of directors.

April 9-10—CTA State Council Meeting, Asilomar.

April 9-10—Western College Association; spring meeting, Los Angeles.

April 9-11—California Home Economics Association; executive council, Glendale.

April 11—CTA State Board of Directors; regular meeting, Asilomar.

nize its place as an integral part of democratic community life.

Mobilize Interests

Most people are interested in the education of their children. The proposal in the above mentioned letter is only one instance of how far some, at least, are willing to cooperate. The schools themselves can help in mobilizing this interest and guiding it into channels where it can effectively accomplish some of the only too obvious needs which, standing alone, the schools can never achieve.

Curriculum makers must realize that it is better to develop slowly a sound program, fully acceptable to the majority, than to rush hurriedly into a program of major change, imposed on a hostile community. The curriculum should grow out of existing conditions in the individual locality; and, in order to understand those conditions to the fullest, the cooperation of the entire group is needed.

It is the genius of the American people, de Tocqueville noted many years ago, to organize into groups for all sorts of purposes. To direct this genius toward the worthy aim of better education, every school needs a press agent—not to toast or boost, not to beg for funds or plead for privilege, but to acquaint the public with the procedures

and objectives of education and to urge them to take their rightful seats in the forum for discussion of school problems.

An Action Program

Broadcast such a statement as the following and see if you don't find a public willing and eager to cooperate:

1. If we want to develop adults capable of using democratic procedures, we must formulate a curriculum based on democratic principles.

2. The school must practice democracy in the classroom by helping children learn to share and cooperate both in work and in play.

3. Curriculum programs should stimulate critical thinking by pupils, teachers, and administrators, and by the community in general.

4. The curriculum, in content and method, must train our pupils in democratic living. Our people are aware of their rights—freedom of speech, press, religion—but what about their sense of duty? Are they aware that they have responsibilities which must be met if we are to continue to have a democracy?

5. Our children must be taught these responsibilities. Are you, as members of the community, aware of your responsibility in the building of a curriculum that will provide adequately for their needs?

Does the Tachistoscope Help?

Reading speed and comprehension is aided by a new device, says this teacher, who reports good results

By Joseph J. Adams

DURING the school year 1951-52 I used the tachistoscope as an aid in teaching reading to my fifth-grade pupils. I felt that its use stimulated their interest in reading, improved their attentiveness, and increased their reading speed. I also found that the tachistoscope was being used with a high degree of success in Pasadena and Anaheim.

Values Claimed

The tachistoscope is a still projector equipped with a shutter-like device which controls the time of flash exposures. This device enables the teacher to expose an image at any speed from one second to as little as 1/100th of a second. One of the primary objectives of tachistoscopic training is to increase the eye span—the amount read in one fixation of the eye. By gradually increasing the speed of exposure and beginning with slides of a few digits or single words and progressing to phrases and finally to sentences, the teacher can help pupils to increase their recognition span and therefore overcome their habits of jerky word-by-word reading. Since it is uncomfortable for an individual to change his habits and improve his speed, an artificial stimulus which forces change of visual habits is exceedingly valuable.

Eye Span Increases

Since the increase in recognition span is one of the chief purposes of the tachistoscope, it is important to have available the variety of slides recommended for use. Digit slides are used in the beginning. Pupils' slow reading results largely from lack of confidence and fear that they will miss something. When the teacher starts with digits, rather than words, both good and poor readers feel that they start on an equal basis. The emotional blocks of the

poor reader does not hinder his success with digits.

Increase in reading speed is usually accompanied by an increase in comprehension. The pupil who is a word-by-word reader is just pronouncing isolated words. The pupil who learns to read phrases and sentences at a glance is getting the intent of the author.

Even those who are skeptical about other values of the tachistoscope agree that it arouses great pupil interest. The prestige of an instrument which has been used successfully in the armed services and is being used by adults in business, the goal of being able to see a word or phrase at the impressive speed of 1/100th of a second, the concentration of group interest on a single stimulus, and the attitude of alertness while waiting for the instantaneous flash—all these factors lead to a high degree of interest and concentration.

Experiment in Use

In order to satisfy myself on the value of tachistoscopic training for my own class, I decided to measure pupils' speed and reading comprehension be-

fore and after four weeks of daily training.

Pupils' speed was checked by having them read assigned selections from readers at their own grade level. For example, a pupil whose grade placement on the **Progressive Reading Test** was 3.4 would have his reading speed checked on selections from a third-grade reader and his comprehension checked by a group of four tests from the third-grade booklet of the McCall-Crabbs series. The average grade placements on the four tests were used in each case.

All but four of the 34 pupils gained 50 or more words/minute in reading speed. The median gain for boys was 96 words/minute, and for girls 138 words/minute. For the entire class, the median gain was 125 words/minute.

In comprehension, only six of the 34 pupils failed to achieve more than the one-month gain which would have been normal for the four-weeks period. The median gain for boys was 6.5 months, for girls 8.4 months, and for the class as a whole, 8 months. These gains seem almost incredible. However, when it is noted that these are timed tests, it is obvious that pupils' greatly improved reading speed helped them to perform much more efficiently on timed tests of reading comprehension. Moreover, some of the highest gains can probably be explained only on the basis of unusually high motivation.

In order to check on the oft-repeated statement that pupils might be gaining in speed at the expense of comprehension, a check was made on pupils with low, average, and high gains in speed, with the following results:

Of the 12 pupils who gained 99 words/min. or less in speed, the average gain in comprehension was 4 months.

Of the 10 pupils who gained 100-199 words/min. in speed, the average gain in comprehension was 8 months.

Of the 11 pupils who gained 200 words or more per minute, the average gain in comprehension was 10 months.

After finishing the experiment, the class wanted to continue with the work and to check periodically on gains in reading speed and comprehension. There was assuredly a widespread positive attitude in the class toward improvement in reading skills which can be attributed, in part, to the use of the tachistoscope and the motivation which results from daily evidences of progress.



She makes school so interesting, her children refuse to miss a day.

Let Us Teach General Science

Better teaching of science in elementary grades will help students toward an understanding of a changing world

By Robert G. Schmidt

WHAT we need is more general science teaching in the elementary and upper grades. There are too many administrators who believe that the "State Text" is all that is necessary for a proper curriculum in science. Our world is moving too fast for such outmoded thinking. The building of a good citizen depends upon an understanding of the world about him and upon the ability of the individual to make a proper and thoughtful choice when issues come before him.

The science course helps the child to appreciate the wonders of nature. With a small background in science he can select subjects for future study and advancement. Many of us should be able to explain simple natural laws to children or be able to understand the principles of conservation in order to evaluate government policy dealing with natural resources.

Factors to Help Teaching

It is my belief that a good science program depends upon a number of important factors. There must be an adequate and well supplied center of science instruction. There must be available audio-visual aids and full facilities for their use. (This may be done in the science room or in some other room set aside for the purpose.) The teacher for the general science course should be a specialist in science education and should be able to design his own curriculum as best suits his personality and the needs of his classes. The contents of the course should not necessarily follow the state text but should be guided by needs and interests of the classes. The teacher should make the information interesting by the use of activities, projects, experiments, demonstrations, films and film-strips.

The type of program indicated in the preceding statements must be supported by the administration and must be supplied with the proper equipment and supplies. If we do not give children a proper background in science we are leaving them unprepared to face many of the real life situations which

require understanding and appreciation of physical and natural laws.

Broad Foundation Necessary

It is my belief that a broad foundation in science gives a firm base on which the structure of future knowledge may be built. It would be wrong for the teacher not to realize the importance of generalization at this stage of the child's development. The child is interested in many things and the general nature of the world around him is all important. If we make the mistake of giving a jumble of specific facts in science which the child must learn, we poison the root of industry and sour the wine of enthusiasm. There is always plenty of time for specific information, for the child may select courses in chemistry, physics, biology, and many others when he knows something about the many fields of scientific endeavor. Let us interest him, guide him and help him understand this fast moving modern world.

Trainees Shun Science

There are other reasons why science is neglected at the elementary level. One of the most important is the lack of teachers trained in science. Many prospective teachers shy away from the field because a barrier has been built up through unhappy science experiences. Many courses in the fields of science which are designed for a general knowledge become so specific in demands that the teacher candidate withdraws from the field. We must bring to the attention of training institutions the necessity for a revision in their way of handling the problem.

Don't scare people away by a difficult and needlessly involved course. Teach with the view of using the information available to all the teachers and not the use of advanced material which often confuses and frightens the students. The teacher training institutions are trying to direct people into the science field, but until there is a greater amount of guidance and preparation tending to interest the candidate, the ranks of science teachers will be few.

The speed of our modern day life puts the pressure of adjustment and preparation on the schools. Without a proper understanding, we are sending children into the working world of science and industry, lacking a suitable background.

One of the most important things we can do is to indicate to administrators, parents, and trustees, the crying need for proper development of this field. In many situations, the science kit would serve as a center for science demonstrations. This kit would be invaluable to the teacher who has a number of subjects or grades. The science kit can be a stimulation to the students and to the teacher who would be better able to support the text with interesting demonstrations and displays.

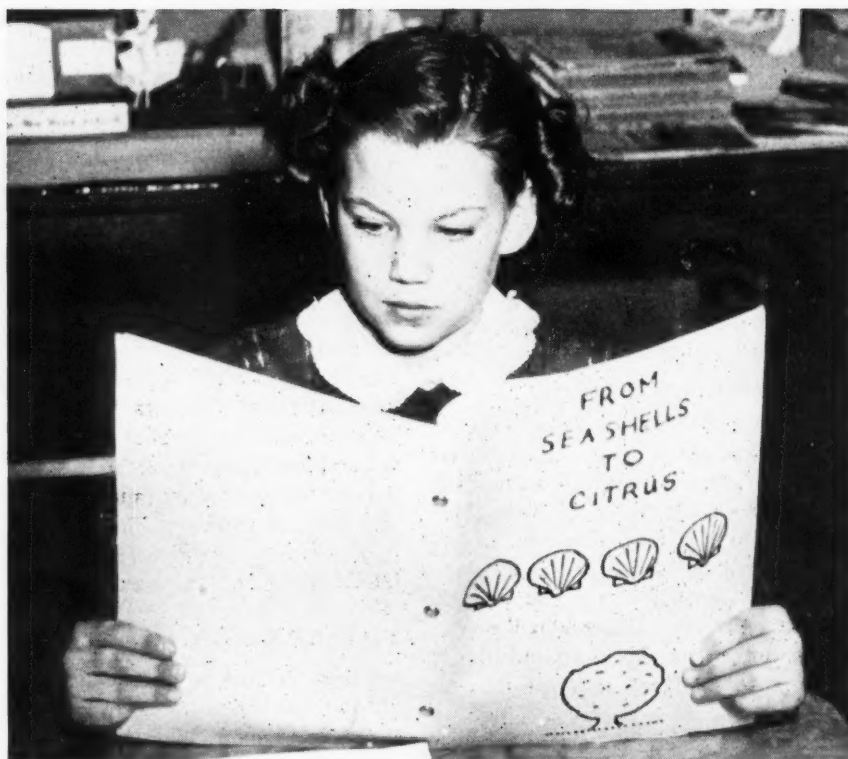
Use of Kits and Texts

Many teachers wonder about the use of the text. It is not necessary to follow the text chapter by chapter at any time. In many grades it is possible to work out a sequence of materials using texts of two or more grade levels.

A recommended plan is for six weeks of science for the eighth grade and six weeks for the seventh. The first unit of work that I have found successful is a section on astronomy. This deals with an appreciation and interest. This leads to a study of the solar system and the formation of the earth with some of the history of its development as found in the rocks.

If we now look at the third six-week period when the seventh grade would take science again we would take up the great subject of the animal kingdom. Animal specimens are an important part of animal study. In this section of the work, the child should come in contact with and see many different kinds of animals. Fears and misconceptions can be removed from the minds of the children. In the discussion of animals let us not lose sight of man and how he fits into the picture.

The last six weeks of the seventh grade is devoted to the study of health and the plant kingdom. Both studies are important and there are a number of ways of helping put the subject across. It is not the purpose of this article to give specific methods, but readers who wish more information may write the author (Robert G. Schmidt, Los Gatos Union Elementary School, University Avenue, Los Gatos, California).



Jean Hilsey and the new book.

Teachers Are the Publishers

By Ed Ritter

THIRD year primary children in Corona Unified School District are reading about familiar hometown people, history and industries in their social studies textbooks this semester.

The culmination of three years' work by Corona third year primary teachers, the 120-page book titled "From Seashells to Citrus"—along with transcriptions, strip film, color slides, puppets and other aids—made its debut in February.

The text includes stories, episodes and seatwork problems on the development of the local area from prehistoric times to the present. Four sets of the book—each geared for a different degree of third year primary reading power—were provided each class. Stencils for it were cut with a primary typewriter.

Assisted by Superintendent George Kibby, Lincoln School Principal Charles Leister and Curriculum Coordinator Marion Johnston, teachers who authored the book have also taken pains to test its results. Six Corona school

system third year primary classes are using it this semester; six control classes are using the social studies reading materials that have been used in the

Hometown history and industries is subject of effective primary study

past. All twelve classes were given California Test Bureau reading tests at the opening of the semester and will be re-tested at the close of the semester.

History Brought to Life

The two teachers principally responsible for the writing of the book—Miss Marguerite Pingrey and Mrs. Betty Riddle of Lincoln School—also have amassed considerable audio-visual material to accompany its use. Whimsical children's songs, written by Miss Pingrey, tie in with chapters about the dinosaur, rancho days, and the famed Corona road races. Families of puppets dramatize eras on the local scene. (For the time when Indians dwelled in Temescal Canyon, there's a boy puppet named Cor; his sister, Oro; his father, Ron; and his mother, Ona—all of which adds up to Corona with letters to spare).

Strip films and 150 color slides of local historical sites and modern industrial plants have been gathered. Local long-time residents, historians and industrial leaders have made transcriptions of their recollections and observations.



Our Partnership In Service

By **Roy E. Simpson**
Superintendent of Public Instruction

PROGRESS and achievements in education stand as a monument to the many dedicated men and women who down through the years have given patient and untiring leadership in California to better schools and to better educational opportunities for the state's children and youth.

During this first century of statehood the traditions of free public education were firmly established. Principles basic to the organization and financing of elementary and secondary schools, and of the responsibilities and duties of the State Board of Education and the Superintendent of Public Instruction, were firmly established in the constitution and laws of the state. Roles of the county superintendent of schools and of the local school board were defined to assist teachers and principals in their important work with pupils. The position of superintendent of schools emerged as a professional position. Problems of instruction were broadened and expanded as California advanced from a frontier wilderness into the nation's second most populous state. It is upon this rich historical foundation that all California education looks forward to the challenge of, and the opportunity in, today's unprecedented growth and change.

World War II accentuated the growth of California and brought into focus the many issues and problems which face school boards and local communities in every part of the state. The California Teachers Association continued to furnish distinguished leadership as a wave of migration entered California for war, industry, and military service. The realistic demands upon the schools have continued beyond the close of the war.

Problems Demand Leadership

California continues to gain one thousand new residents each day; a half million more pupils will enter the public schools between now and 1958; high school enrollments will triple in the next dozen years; junior colleges, state colleges, and universities will attract 250 students in 1965 for every 100 in attendance in 1954. This trend gives to our state the most rapid and intense population growth which any state has

ever experienced. Accordingly, California must provide for vast increases in personnel, facilities, and equipment sufficient to meet this mounting educational need. Resources of all professional and lay groups must be mobilized and organized in a comprehensive and continuing plan of action, based upon immediate and long-term needs of California's schools.

The accomplishments of our various organizations in the continuing struggle to maintain our educational standards these past few years constitute an outstanding record. Of vital importance also is the manner in which the great responsibilities ahead are to be faced.

In light of our unprecedented growth in school enrollment, it is imperative that plans be formulated now upon which sound and steady progress may be made to keep our schools and profession abreast of growing needs. Here the profession itself, the parents of children, the state agency for education, and the friends of the schools must stand and work together. The California Teachers Association, comprising as active members more than 60,000 of the state's teachers, represents the strong, basic professional organization. Its program of services is well defined and its record of service to California education down through the years is certainly an enviable one.

Typical of the many areas of cooperation between the California Teachers Association and the State Department of Education in recent years are: research; legislation; public school finance; accreditation; and training, recruitment and certification of teachers.

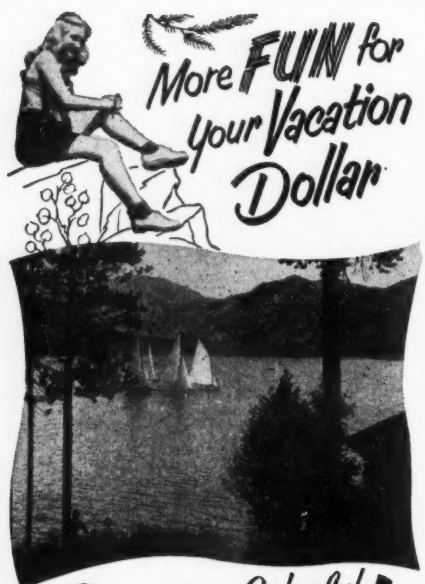
The laws of California provide for a Superintendent of Public Instruction and a State Board of Education and specify the legal responsibilities for which they are accountable.

The California Teachers Association and the State Department of Education are joined by other organizations representing more specific educational interests. These include the California Congress of Parents and Teachers, with its broad membership and outstanding program; the California School Boards Association, which embraces in its membership school board members from all communities of the state; and many professional service organizations, including 14 groups affiliated with CTA.

With increasing demands upon state government for the financing of services in all fields of state responsibility, it is imperative that careful concerted study be given to both the immediate and long-term needs of the schools. There must be continuing cooperation on the part of all groups interested in schools, in matters of legislation and of financial support of education. A clear definition must be formulated as to the professional services and responsibilities to be carried on local, county, and state levels. A thorough evaluation of our education must be an on-going process, shared by the various professional and lay organizations. Only as these groups work together in formulating and developing plans of action can progress be made toward the solution of the many serious problems facing the schools. Growth will continue. Cooperation to meet this growth likewise must be accelerated.



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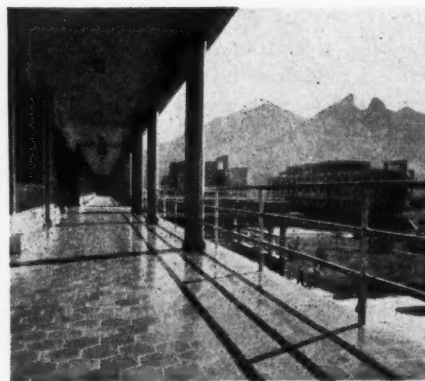
State _____

COLORADO CLIMATE—the Magic Ingredient

Variety of Tours Will Be Available

In Monterrey, Mexico, the Instituto Tecnológico de Monterrey will conduct a summer session July 14 to August 24. Mexican students studying the English language and Americans studying a diversified curriculum of Spanish and Latin cultures mingle in the classes. The work is recognized by U.S. universities.

The six week course is described as "an experience in living" rather than a school, with a daily schedule to balance the students' classroom studies. Bulletin, catalogue for the 1954 session, and complete information are available from Lic. Sergio F. de la Garza, executive assistant, Instituto Tecnológico de Monterrey, Monterrey, Mexico.



Above is shown the outer corridor of a classroom building at the Instituto in Monterrey. In background is a partial view of the immaculate campus and the men's dormitory.

NEA and NCET

At the annual meeting of the National Council for Educational Travel held February 15 in connection with the AASA meeting, panel discussions covered a range of interests in connection with teacher values in travel.

The NEA Division of Travel Service announces this month details of a broad program of economical tours. Tentative prices and dates may be confirmed by NEA on individual application. Some of the offerings included:

Stratocruiser and motorcoach through central Europe, 40 days, \$1188.

Steamship from Montreal, motorcoach through Europe, 58 days, first class \$1306.

Steamship from Quebec, rail and bus through Europe, 51 days, tourist \$1111.

Steamship from Montreal, tour through Scandinavian countries, first class \$1336.

Mexico, motor coach from San Antonio to Mexico City and return, 20 days, \$265.

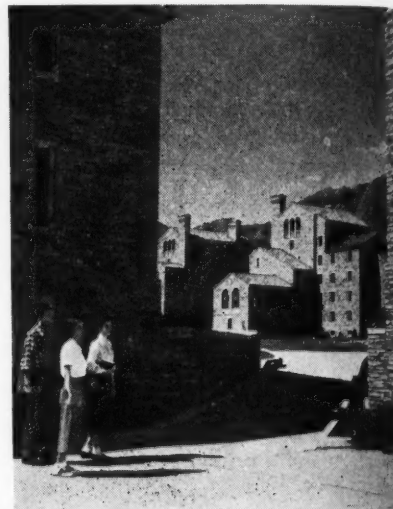
Mexico, all train tour to Mexico City, 22 days, San Antonio, \$342.

Cuba, from Miami by boat, 13 days, \$207.

Guatemala, Mexico by air, from New Orleans, 29 days, \$405.

South America, plane from Miami, 32 days, \$1550.

NEA Travel Service has also arranged tours of Alaska, Hawaii, Canadian Rockies, areas of the U. S., and the western parks. Members of NEA are eligible for any of the tours. Academic credit from one of six universities is available if desired.



Shown above is a photograph provided by Colorado Advertising and Publicity Department, showing upper-class dormitories at the University of Colorado, one of the most beautiful college campuses in the West. In addition to summer sessions of interest to teachers, Colorado offers magnificent scenery and opportunity for recreation. Almost every day through the summer, Colorado towns will be staging celebrations and fiestas, barbecues and festivals.

The suggestions above, in addition to the tours described in the article on pages 14 and 15, include information available as this edition went to press. The April number will contain later travel ideas.

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March 1954



They Study Their Home — With Enthusiasm

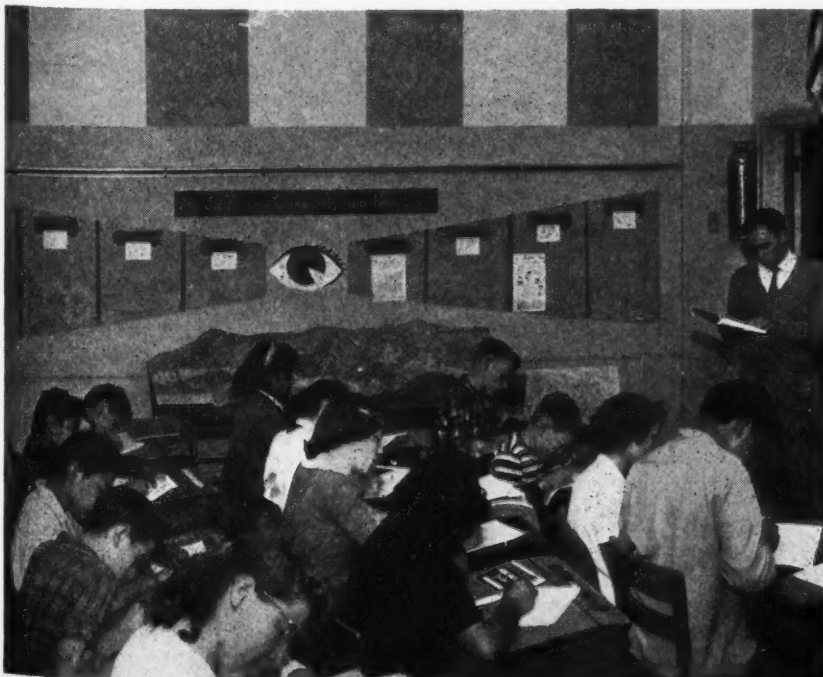
"The Story of Pauma School Community Study" was a featured presentation at the CTA Southern Section Good Teaching Conference held at USC in January. Principal Owen Geer developed a radio script which effectively demonstrated how upper-class students in his elementary school learned the history, economics, and accurate informational background about the beautiful valley of northern San Diego county in which they lived.

January edition of San Diego County Curriculum Journal published a two-page account of the study prepared by Geer, which was featured by models and charts around the theme "We See Our Community in a Different Light."

Students, excited about studying their own community, group themselves into committees for work on: land, communications, people, recreation, public institutions, business, recreation, transportation, history, and government. All members of the class served on the government committee.

Above is shown an exact scale relief map of hill-rimmed Pauma Valley, which the students built. A mural painting depicted various aspects of everyday life in the valley. The Lions Club asked the young people to prepare a directory for use of all residents.

The picture below shows Teacher Owen Geer with members of his seventh and eighth grade class, busily at work on research in preparation for written compositions on their findings in local geologic history. This exciting unit, Geer reports, will lead to almost limitless possibilities on the community in the county, in the state, in the nation, and in the world.



To help your students understand

Perhaps your students have asked you questions about menstruation . . . or they may be too shy to ask for information.

Many teachers have found three Modess booklets a very good approach to this delicate subject.

"Sally and Mary and Kate Wondered" gives pre-teen girls a clear, simple introduction to the subject of menstruation.

"Growing Up and Liking It" explains menstruation in a teenage girl's language. Offers tips on health, beauty and poise.

"It's So Much Easier When You Know" answers many questions about menstrual physiology and the use of tampons.

For your free copies, write: Anne Shelby, Personal Products Corp., Box 5466-3, Milltown, N. J. Or mail coupon.

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How can schools teach *better eating habits?*

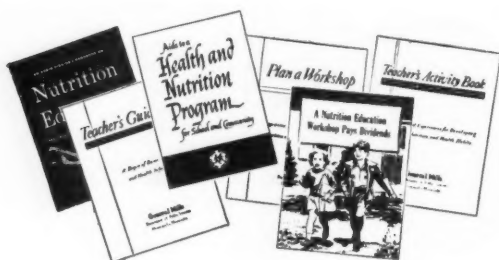


*The nine-year experience of schools and teachers colleges
with General Mills Nutrition-Education Aids*

During the past nine years, schools in all 48 states have undertaken nutrition-education programs using materials and other aids organized by General Mills.

Effective, graded teaching procedures have been developed for improving eating habits of school children, and for influencing the eating habits of their families and communities.

General Mills aids used in the various programs are shown here. They were developed by leaders in educational fields in co-operation with authorities in home economics, health and nutrition. The entire activity has been supported as a public service by General Mills, in recognition of this company's obligations to the American people, and of its interest in the nation's health and eating habits.



AIDS FOR ADMINISTRATORS AND TEACHERS

Six booklets that cover the various phases of nutrition-education programs. Planning and organizational helps, suggestions for administrators and teachers.



MATERIALS FOR OLDER STUDENTS, PARENTS, ADULT GROUPS

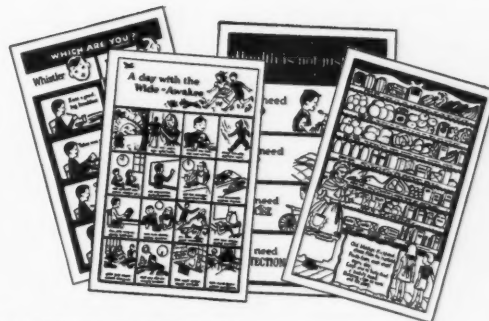
Charts and booklets discussing calories, proteins, vitamins, minerals, the Basic Seven Food Groups . . . the nutritive place of cereal grains . . . leaflet to secure parent understanding and co-operation.

General Mills Nutrition-



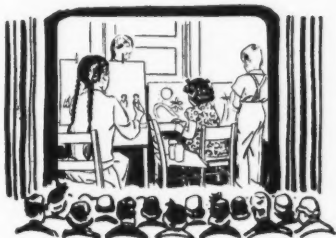
PUPIL READERS

Story lessons about food and health for 1st through 4th grades. All have graded vocabularies, and are printed in full color.



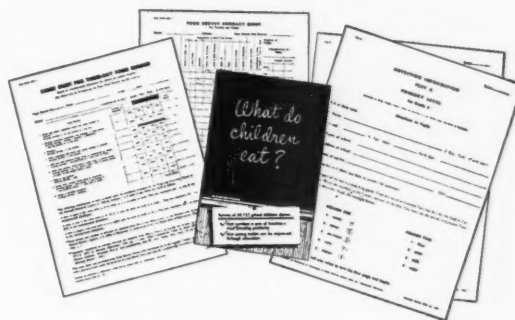
CLASSROOM POSTERS

For day-after-day reminders of the basic facts of good food and health habits. In color. For elementary grades.



MOTION PICTURES

One, designed particularly for teachers in training and service, shows methods effective in improving eating habits of children. Two others are for parents and adult groups. One discusses feeding problems of small children; the other shows an actual community-school nutrition-education program in operation.



EVALUATION AIDS

School lunch and food information, as well as survey forms to help give an accurate picture of nutrition knowledge and practices. Also, nation-wide data on children's eating habits.

A BACKGROUND OF RESEARCH, DEMONSTRATION AND TEACHER EDUCATION

Nutrition-education projects in which General Mills has figured during the past nine years include **APPLIED RESEARCH** by colleges, universities and state education departments on subjects such as factors influencing diet . . . **DEMONSTRATION PROJECTS** in many states to evaluate materials and teaching techniques . . . and **SUMMER WORKSHOPS** that have highlighted the advantages of teaching the teacher for effective nutrition education in the classroom.

TEACHING MATERIALS OFFERED WITHOUT CHARGE

Booklets, posters and other teaching aids shown here are available, in limited quantities, to interested administrators and teachers. Please fill in pertinent information on the coupon below and mail.

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Mary Catherine Smith Succeeds Vera Hawkins on CTA Board

Miss Vera Hawkins, a member of the CTA Board of Directors since 1947 and vice-president of the Board for two years, resigned at the time of her retire-

time since, serving as its president in 1944-45.

She served on the first CTA committee on Dues and Services and the Gillingham by-laws revision committee. She was one of four club presidents to speak at the NEA convention of 1944 and became an NEA California director in 1948-51. Her activities and interests include the League of Women Voters and the Community Chest.

Miss Smith received her AB degree from San Diego State College and is a classroom teacher at the elementary level in San Diego. She has served as chairman of several SDTA committees and as vice-president. This year she is serving her second term as president. She has been a member of the Southern Section council for several years



MARY CATHERINE SMITH
New member Board of Directors

ment from teaching at the end of the year.

Miss Mary Catherine Smith of San Diego was elected to fill the unexpired term and attended her first meeting of the Board in January.

Both Miss Hawkins and Miss Smith have been active for many years in the San Diego Teachers Association and in CTA Southern Section.

Miss Hawkins joined SDTA when it was organized, became vice-president in 1940 and president in 1942. She became a member of the Southern Section council in 1929, the year she attended her first NEA convention. She remained on that board most of the



VERA HAWKINS
Retires after six years

and has acted as parliamentarian. She has attended six NEA conventions, several conferences of Department of Classroom Teachers, and three AASA conventions.

SCHOOL WINS AWARD

The Santa Ynez Valley Union High School Chapter of Future Business Leaders of American won honorable mention for the Hamden L. Forkner Award. A plaque is awarded for the best program of activities based on the purposes of the organiza-

tion. Manuel J. Silva is faculty sponsor.

At the FBPA convention last May, Debbie Chandler, El Camino college, was elected western region vice-president. FBPA is an organization composed of 800 chapters in the U. S., sponsored by United Business Education Association, a department of NEA.

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Two New State Committees Named



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TWO new state-wide committees of CTA will complete their organization and lay the foundations of their policies before the April meeting of the State Council of Education. Committees on Moral and Spiritual Values and Youth Activities and Welfare were created by the Board of Directors at the January meeting.

Marjorie Vaught of Pismo Beach, president of the Central Coast Section, was named chairman of the committee on Moral and Spiritual Values. First meeting was held February 20 in San Francisco. Committee members include:

Milton L. Baker, Mariposa; Michel Chetkovich, Arcata; Mary Flinn, Berkeley; Willard Hancock, Stockton; Harriet Jowett, Fresno; Harvey Kirilan, Garden Grove; George Linn, Sacramento; Lois Miller, Montebello; H. S. Packwood, El Centro; Douglas Pimental, Hayward; Henrietta Raaf, San Diego; James P. Ranney, Huntington Park; Ella Riese, Huntington Park; William Toasperm, Concord; Dr. Paul Vigness, Oakland; Elizabeth Yank, Marysville; and Mary Zuber, Los Angeles.

Ruby Cruickshank, past president of the Los Angeles Elementary Teachers Club, was named chairman of the new committee on Youth Activities and Welfare. She set March 20 as the date of the organization meeting of the committee. Members include:

E. Dixon Bristow, Niles; Eugene Brucker, San Diego; Esther Cogswell, Pasadena; Naomi Condit, Los Angeles; Verde Hawley, Isleton; Lee Kellum, Visalia; Secil Kyle, Redwood City; Norman S. Lien, Watsonville; Cloyce Martin, Eureka; Irene Parli, Sonora; Herman Ranney, Santa Ana; George V. Ringland, Azusa; James Rockafellow, Oakland; Stella M. Salvesson, Pasadena; Mary Stanhope, Bakersfield; Elmer E. Stevens, Grass Valley; Jack Switzer, Hayward.

Other committees of the CTA Council of Education with their chairmen include:

Salary Schedules, L. Donald Davis; Teacher Education and Professional Standards, Myrtle Gustafson; International Relations, Jane L. Jensen; Financing Public Education, Paul Ehret; Tenure, Jennie Sessions; Retirement, J. Allen Hodges; Legislative, Erwin A. Dann.

SCHOOL ATHLETICS IS SUBJECT OF NEW EPC PUBLICATION

An Educational Policies Commission report entitled "School Athletics" was published February 15. The 115 page book has been placed on sale at \$1 a copy, according to Executive Secretary Howard E. Wilson.

Culminating a three-year national study of athletics in secondary schools, it strongly advocates that athletics be financed by general school funds and that post-season tournaments be abolished.

The report offers many positive recommendations for both elementary and secondary schools.

N. D. McCombs, superintendent of schools at Des Moines, Iowa, is chairman of the athletics subcommittee of EPC. The Commission, which has developed and published a series of important statements on education, is jointly sponsored by NEA and AASA.

SHOULD THIS INCIDENT BE REPORTED?

Members of the Audio-Visual Education Association of California, gathered at their annual conference in Santa Rosa January 14-16, saw the first public performance of a new sound motion picture, produced by the Department of Audio-Visual Instruction of the NEA.

After they finished their dinners they listened to James McPherson, executive secretary of the DAVI. Dr. McPherson gave his pre-presentation and the projectionist (who shall remain nameless) started the picture. Much to his embarrassment there was a blur, a flash of light, and in front of 200 experts on audio-visual training aids, he had to rethread the projector.

Dr. McPherson, however, saved the day. He took the microphone and told of a conference of electronic engineers he had attended earlier. Everything had run like clockwork, he reported, except for one unfortunate accident: the public address system wouldn't work.

By the time the laughter had died down, the film was ready and the showing was completed without further incident.

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32 CALIFORNIANS TEACH ABROAD THIS YEAR

Nineteen foreign exchange teachers have been teaching in California schools for the year ending in June, according to the U. S. Department of Health, Education, and Welfare. Eleven of the visitors come from the United Kingdom, but five countries are represented.

Thirty-two Californians are teaching abroad this year under the Fulbright Act exchange program, 13 of them going to countries not providing an exchange. Their names, home city, and country of assignment were listed as:

Mrs. Sylvia Agulia, Los Angeles, Italy; Mrs. Merle Akeson, Stockton, Pakistan; Alan E. Amend, Madera, Japan; Mary A. Anastole, San Francisco, England; Mrs. Ruth B. Baker, Richmond, Scotland; Janel Campbell, Ventura, Scotland; P. Joseph Canavan, Pomona, Denmark; Helen M. Carter, Fresno, England; Harry P. Crandel, Porterville, Netherlands; Maurine Crutcher, San Jose, Canada; Jean P. Downes, Vallejo, Canada; Mrs. Betty R. Feeley, Newport Beach, Netherlands; John J. Feeley, Huntington Beach, Netherlands; Ruth L. Funk, Los Angeles, London; Mrs. Lucille Hanson, Vallejo, England; John H. Hayes, Colton, Netherlands; Mrs. Talma Hupfield, Long Beach, Netherlands; Earl K. Johnson, Oakdale, Norway; Walter S. Larsen, Los Angeles, England; Mrs. Dorothy Ligda, Concord, Canada; Victor W. Ligda, San Francisco, Canada; Mrs. Alice N. Mather, Berkeley, England; Norbert Pels, Long Beach, Germany; Mildred B. Roberts, San Mateo, Scotland; Howard C. Roth, Marysville, France; Priscilla B. Ruggles, Martinez, England; Mrs. Frances Ryan, Escondido, Netherlands; Valene L. Smith, Los Angeles, Pakistan; Hans G. Stern, Los Angeles, Austria; Ralph O. Stone (whose article was published in the May 1953 edition of CTA Journal and who renewed his exchange to Greece), Marysville; Mrs. Thelma Stoodly, Altadena, England; and Esther Tremaine, Richmond, Sierra Leone.

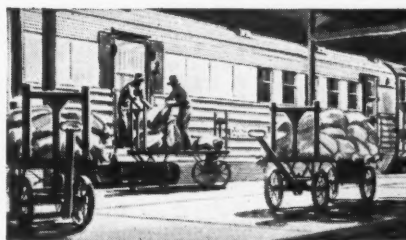
CESAA TO MEET IN SAN DIEGO

Better Education Through Sound Administration is the theme of the 1954 conference of the California Elementary School Administrators Association, which will be held at the U. S. Grant hotel in San Diego April 11-14. Dr. Henry J. Otto, University of Texas, and Mrs. Louise Nelson, supervisor of secretarial services for Philadelphia city schools, will be featured consultants in the three-day conference. Bert Chappell, Sacramento, is president of CESAA.

RAILROAD MEN ARE MAILMEN, TOO



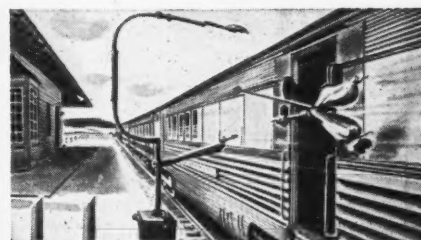
Most of us take the mailing of a letter pretty much for granted. But the whole story of getting your letter to its destination only begins when the mailbox lid clangs shut. That's just the signal to Uncle Sam's Postal Service and the American Railroads to start work!



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Railroads carry an average of more than 100 million pieces of mail a day. In doing this big job, they use roadway and equipment which they provide at their own expense, without subsidy from the taxpayers. For transporting first-class mail, railroads are paid an average of less than 1/8th of one cent per letter—making first-class mail by rail a profitable operation for the Post Office Department.



At stations where the train doesn't stop, mail is picked up "on the run." A metal arm swings out from the door of the mail car and snatches the mailbag from the crane on which it has been hung beside the track. Inside the Railway Post Office the letters are sorted for delivery to terminals or stations along the line. Not a single moment is lost in speeding your mail on its way.



No matter when or where your letter is going—to any one of more than 40,000 destinations, or in any season of the year—the chances are nearly nine out of ten that it will ride a train. For the trains serve the whole country—and provide the capacity it takes to carry peak loads—and so, in a very real way, railroad men are mailmen, too!

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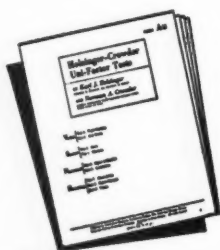
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Just a few letters—yet they stand for an educational policy that has been both goal and guide to World Book Company's Division of Test Research and Service.

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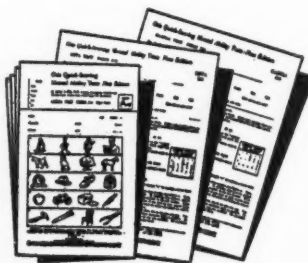


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Mason Bill May Pass Committee

HR 5180 Would Allow Retirement Relief

HOPE is not yet dead that the Internal Revenue code will be amended by Congress to provide that \$125 a month of retirement income shall be non-taxable. HR 5180 by Representative Noah M. Mason (R-Ill.) was still pending through most of February before the Ways and Means committee of the House of Representatives.

The bill was recently reported dead and action of proponents was shifting to a plan for relief in the general appropriation bills. However, committee action on HR 5180 was deferred until February 17 because the U.S. Treasury Department had not provided the committee with a report of probable revenue loss.

HR 5180 was drafted as the result of studies by the NEA and several national employee organizations in an attempt to eliminate the inequities which now exist in the treatment of retirement incomes for federal taxation purposes. Many large groups of retired people already are protected from federal taxes on their pensions and annuities.

Social security benefits are entirely exempt. Recipients of veterans' benefits, if from active service, pay no federal tax whatever on their retirement incomes. Beneficiaries under the Railroad Retirement Act have a maximum of \$1987 for single persons or \$2467 in family benefits entirely free from federal taxes. The above categories plus certain other special groups exempt from federal taxation total 8.8 million persons.

Most of America's public servants including teachers, firemen, policemen, municipal, state, and federal employees remain the victims of discriminatory legislation and rulings under which they must pay income tax on their retirement benefits.

HR 5180 proposes to exempt \$1500 of the retirement income of all persons. This would be in addition to the present personal exemptions allowed under the law.

Ethel Percy Andrus of Glendale, president of the National Retired Teachers Association, wrote an urgent letter to NRTA members in mid-February. Portions of her letter were:

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"Repeatedly, our Legislative Committee has conferred with Treasury officials in an effort to obtain Treasury estimates on the Mason Bill. NEA's Research Division estimates a top cost of \$85.8 million with benefits to 900,000 retired people.

"Although requested to do so by the Ways and Means committee, the Treasury has so far produced no statistical study to show probable loss of revenue.

"Treasury delay may produce an adverse committee vote. Ways and Means committee action on tax adjustments to date involves losses of \$1 billion yearly, mostly in favor of corporations, dividend receivers, etc. Secretary of the Treasury Humphrey has stated publicly that the tax cut on dividend payments will save stockholders an estimated \$240 million the first year.

"So far the campaign for HR 5180 has been limited in general to Congress, and in particular to the Ways and Means committee.

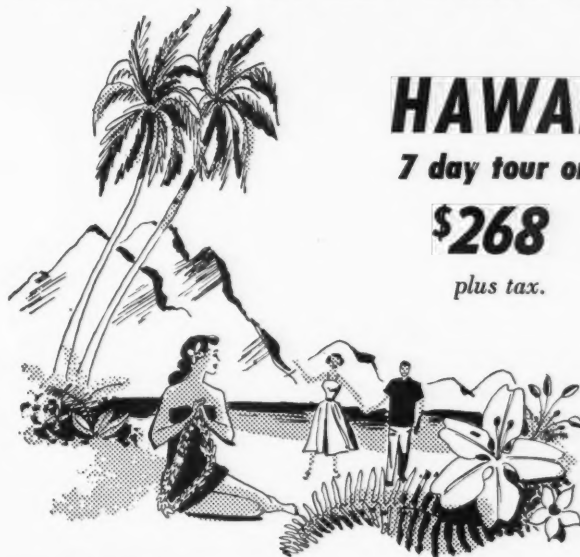
"Now, the Administration must be informed of the importance of HR 5180. This means telegrams and letters to the White House. On January 21, President Eisenhower told the Congress: 'Revision of the tax system is needed to make tax burdens fairer for millions of individual taxpayers.' Now is the time to remind the President by telling him why HR 5180 should be supported by his administration."

HARMON W. BALDWIN, supervisor of the certificated examination section of Los Angeles city schools, has served the past year as district governor of Lions International, District 4-D-I, which includes California and Nevada.



All right, Charles! All right! So you DID get 100 per cent on last Friday's test.

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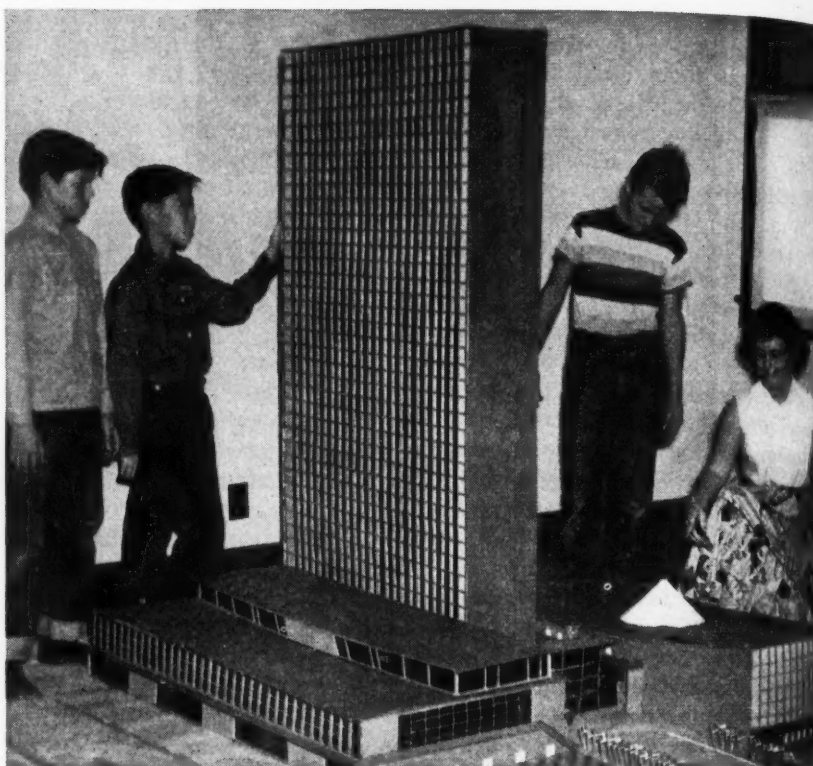
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Please send me complete information on the 1954 Institute of Nature Study and Conservation at Santa Barbara.

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Students Build Replica of UN Headquarters

You may not find the scale model of the United Nations building pictured above to be an exact replica of the real building in New York, but nevertheless it is a very real place in the minds of my seventh grade students.

Our first step in establishing the United Nations project was to appoint committees. We selected a chief engineer and an engineer in charge of each United Nations building. These boys were the heads of the respective committees. This provided an opportunity for my students to experience mechanical drawing, planning, and construction.

History, English and geography were brought into play when each of my 30 students took two countries for special study. They wrote letters to representatives of the UN countries asking for information dealing with economy and customs. We published a newspaper with articles about customs, habits and problems of member nations.

As the project progressed, each engineer and his committee made a report to me as to their progress and what they were doing.

I feel that the students definitely gained an awareness of the importance of the United Nations organization and how it functions.—Russell C. Gates, Arroyo Grande.

42ND ANNIVERSARY OF GIRL SCOUTS TO BE NOTED MARCH 7-13

Girl Scout Week, formerly observed in October, will be celebrated hereafter in March and will take place during the week which includes March 12, anniversary of the founding of Girl Scouting in the United States. This change in date was recommended by the 32nd Girl Scout National Convention in October. In 1954, Girl Scout Week opens with Girl Scout Sunday, March 7, and continues through Saturday, March 13. For girls of Jewish faith, it starts on March 6, designated as Girl Scout Sabbath.

March 12 will mark the 42nd anniversary of the day in 1912, when the

late Juliette Gordon Low called together a group of girls in Savannah, Ga., to hear about the Girl Guide movement in England. Twelve of the girls formed the first Girl Scout troop in the United States. From this little band has grown the two-million-member national Girl Scout organization, which is part of the 32-nation World Association of Girl Guides and Girl Scouts.

Theme for the 42nd Girl Scout Birthday and Girl Scout Week is "Know your neighbors—know your nation." Local Girl Scout councils are planning to demonstrate this theme through such events as visits to historic sites or to new projects under construction, programs designed to recognize new citizens in the community and special displays and exhibits.

PRESIDENT URGES STUDY OF EDUCATION

"State and national conferences on education, as proposed by the President in his State of the Union message, should help to reveal the scope and gravity of the nation's educational crisis and give effect to the public demand that this serious problem be attacked," says William G. Carr, executive secretary of the National Education Association.

These conferences, according to Dr. Carr, should include representatives of the teaching profession, of state and national governments, and of all major segments of the general public.

In a statement released following the President's address Dr. Carr also said: "Because most of the needed information has already been assembled, prompt action in calling these conferences is possible. I shall, therefore, recommend that our forty-eight affiliated state education associations cooperate heartily with the President's request for such conferences and that the National Education Association stand ready to help at the national level."

"The President's public recognition that the education of youth—our nation's greatest resource—is being seriously neglected because of a shortage of teachers and school buildings is a timely reminder to Congress and to the public."

"Legislation introduced into Congress last year by Senator Cooper (R.) of Kentucky would, if promptly enacted, give effect to the President's recommendation that the Federal government assist states which cannot provide sufficient school buildings."

"Parallel legislation to reduce the shortage of teachers should also be enacted. The need has been well established. The education of children cannot be postponed."

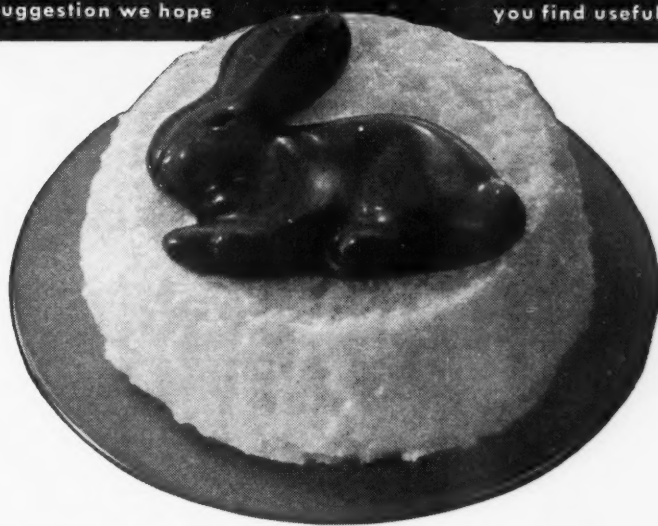
"By existing resolutions, the National Education Association also strongly supports the President in his call for continued firm support of the United Nations, for statehood of Hawaii, and for lowering the voting age to 18."

NATIONAL STUDENT CONGRESS and National Forensic Tournament will be held in Greensburg, Pennsylvania, June 22-25, according to J. Edmund Mayer, Alhambra, NFL vice-president. This group will adjourn two days before the opening of the 92nd annual convention of NEA, to be held in New York City.

A Delicious and Unusual Treat

A suggestion we hope

you find useful



Individual, Delicious Bunny Desserts

Something new and that delights everyone are these tasty, individual desserts. The rabbit is melted chocolate molded into tempting gelatin base. So easy—not even any cooking to do. And the cost, almost nothing.



If you are looking for something delicious, inexpensive and that is really novel for a dessert or refreshments, here may be just the thing. There is nothing different or new about the ingredients but the simple, new way of putting them together. Even the cute bunny molds cost little. Easy to get, too, because all you need do is to order them by mail.



For delicious recipe and 9-piece bunny mold set including a bunny cookie cutter—50¢.



Note: With these handy bunny molds, by just using melted chocolate you can make tasty, little rabbits for candy, cake decorations and for gifts.

IF INTERESTED IN MAKING THIS RABBIT DESSERT

FOR 9-PIECE Bunny Mold Set of extra heavy aluminum, coming complete with easy, tasty recipe; 8 individual molds $3\frac{1}{4}'' \times 1\frac{1}{4}''$ and bunny cookie cutter $4'' \times 3''$. send your name, address and 50¢ to **MIRRO**, Manitowoc, Wis. Postage prepaid.



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BETWEEN THE COVERS

(Continued from Page one)

Mrs. Bessie Walker's article about the primary seed project was suggested and submitted by R. A. Coverdale, retired schoolmaster and current mayor of Beaumont. Hizzoner was enthusiastic about what he saw at Wellwood elementary school. Leonard McCulloh provided the picture on page 13.

Joseph J. Adams (page 20) teaches at Altadena. Many thinly veiled commercial "plugs" are offered to the Journal in apparent hope to getting free space; all are rejected. Adams' experience with a teaching aid offered a significant variation in which the author had no interest in sales.

Harold H. Stephenson is chairman of the division of teacher education at Sacramento state college. His article on curriculum planning (page 18) re-emphasizes some important points in public relations on this major issue.

We reproduced Governor Knight's complete letter on page 6 because we felt that the fiscal policy involved is of great concern to all teachers. We should add—unnecessarily—that featuring the encouraging news is not—repeat not—in the nature of a political endorsement.



Remember gang, just as Mrs. Clark steps in the door, we welcome her back from the rest home with a TWO-FOUR-SIX-EIGHT-WHO DO WE. . . !

DR. WILLIAM A. BRISCOE, former superintendent of schools of Santa Monica, has joined the staff of the School of Education at UCLA. Before going to Santa Monica six years ago he had served 21 years as assistant superintendent at Oakland.

AASA ELECTS WILLETT

Henry I. Willett, superintendent of schools in Richmond, Va., will begin his one-year term as president-elect of the American Association of School Administrators (AASA) March 15. He will serve one year as president, starting March 15, 1955.

Omer Carmichael, superintendent of schools in Louisville, Ky., was chosen for a one-year term as vice-president and Starr M. King, superintendent of schools in Beverly, Mass., was elected a member of the association's executive committee for the period 1954-1958. Results of the 9,000-member ballot were announced by the AASA, a department of the National Education Association.

PRESS REPRESENTATIVE

Eleanor Craig was employed as press representative of CTA in February. She will write news releases for metropolitan dailies and rural newspapers of California, working under supervision of Assistant Secretary Robert E. McKay.

Miss Craig's home is Los Angeles, where she graduated from Occidental College. She took graduate work in political science and journalism at Stanford University.



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Classroom Teacher Conference July 5-16

Nell Wilcoxon, president of the NEA Department of Classroom Teachers, announces that the eleventh annual Classroom Teachers National Conference will be held at the University of Delaware, Newark, Delaware.

The conference, scheduled for July 5-16, will be sponsored jointly by the NEA Department of Classroom Teachers and the University of Delaware. The program will be developed around the theme **Today's Teaching—Tomorrow's World.**

A varied extra-curricular program will provide cultural, athletic and social activities. It will include concerts, lectures, motion pictures, and dances, as well as trips to neighboring summer theaters, the seashore, and the cities of Wilmington, Philadelphia and historic Delaware. The University pool will be available for swimming, and the snack bar will provide convenient accommodations for informal visiting over a coke or a cup of coffee.

All resident participants will be housed in the women's dormitories. These residence halls are attractively furnished and are conveniently located on campus. All meals will be served in the dining hall which adjoins the housing units.

Everyone who attends the conference will receive a certificate. Many boards of education accept this certificate as evidence of inservice growth and many teachers have used it to receive credit to meet a local requirement of inservice growth or to maintain a position on a salary schedule. This certificate is included in the regular \$68 fee.

Enrollment in Ed. 409 is required if any participant wishes to receive an official statement of two hours of credit (graduate or undergraduate) earned, or to use the two hours credit toward a degree, in cases where another college will accept a transfer of the credit. The tuition fee for Ed. 409 is \$20 additional.

Those interested in the conference may secure registration blanks by writing to the NEA Department of Classroom Teachers, 1201 Sixteenth Street, N.W., Washington 6, D.C.

MISS ELIZABETH KEYSER died recently after serving 40 years as head of the English department at Tamalpais high school, San Rafael. At the time of her retirement eight years ago, it was noted that she was the first teacher at Tam, that more than 10,000 students had passed through her classrooms "learning something about Chaucer and much about human warmth . . . her classes were memorable by her sense of humor and whimsy and her obvious love of literature and the pupils she taught."

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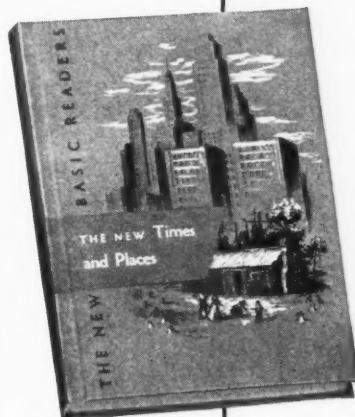


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VOCATIONAL GUIDANCE COUNSELORS of Los Angeles high schools were recently guests of the LA Chamber of Commerce for a one day institute at the city's International Airport. Representatives of aircraft industries gave lectures, acted as hosts at a luncheon, and conducted the teachers on a tour of maintenance shops. Many of the teachers ended the day with a short flight in a DC-7.

FAMILY LIFE EDUCATION will be subject of a work conference on materials and methods offered by University of California Extension July 12-23 under direction of Dr. Judson Landis. Another group directed by Dr.

Agnes Fay Morgan will study recent and applicable research in nutrition. Both conferences will follow conventions of the American Home Economics Association and the National Conference of Family Relations.

Opposes Views On United Nations

Sir:

I have just read the article, "We Teach the United Nations," by Walter Buchanan in the February issue of the CTA Journal.

I assume that Mr. Buchanan is a teacher in the public schools of California. If this is true, he does not seem aware of the fact that the public schools of this state have always practiced and taught democracy, good citizenship, and respect for the Bill of Rights and the Constitution of the United States. The schools of this state did not have to wait for the formation of the United Nations program to emphasize this most important part of our curriculum.

I hope that the children in the classrooms of the public schools of the United States will never chant Mr. Buchanan's "I pledge allegiance to the flag of the United Nations and to the brotherhood for which it stands, one world indivisible, with liberty and justice for all"; but will forever be proud to proclaim, "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation indivisible, with liberty and justice for all."

D. M. Lydell

Superintendent, Monrovia City Schools



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LANDIN USES CARTOONS TO TEACH HISTORY

Les Landin, whose cartoons have appeared in the CTA Journal for the last 15 months, has an interesting way of making his seventh grade students enjoy world history. He does it with cartoons.

The quick sketch artist brings William the Conqueror, Good Queen Bess, and other historical characters into the classrooms by picturing them on an easel with a piece of charcoal. He gives his teaching added interest and continuity by having three jolly young travelers sail through time and space in a bathtub time-ship.

Landin believes one drawing can express what might take hundreds of words. Besides, the students like this way of learning history. Now in his third year of teaching at Saratoga, he started using cartoons in earnest in September 1952, when his first work was published in the Journal.

He is completing the preparation of a TV cartoon history program as part of his post-graduate work at San Jose State College. The program will be used on a Bay area television station.

CARTOONS TOP LIST OF COMIC FAVORITES

The Walt Disney, Bugs Bunny, and Little Lulu comic books have the widest appeal among seventh graders, according to a survey of 297 students at Herbert Hoover school in Merced conducted by Robert Wayne, orientation teacher.

Ten sections comprising 140 boys and 157 girls were asked to select the four types of comic books preferred from a list of 15. The top ten were listed in the following order: Cartoon, Teen Age, Horror, Romance, War, TV, Jungle, Crime, Classics, and Superman.

In space on the survey forms for comment on "why I like comics" many seventh graders expressed their disapproval.

AMERICAN INDUSTRIAL ARTS ASSOCIATION will have its convention at the Statler Hotel in Los Angeles March 23-27. Teachers and supervisors will hold group meetings and discussion units on curriculum, materials, in-service training, and teaching methods. The five days have been packed with a varied and instructive program.

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... you will earn that vital college credit this summer while observing nature with the West Coast Nature School. No books, no tests, no homework ... interest is so high such aids aren't needed. You earn two quarter units for each week, and you may enroll for one, two, or three weeks of the 17th annual summer session. Short field trips are conducted by outstanding leaders from the present or former faculty of San Jose State College.

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Large diameter glides give ample floor cushion. A fine modern desk engineered for maximum use with minimum maintenance.

Top made of high pressure-high density plastic sheet laminated under pressure to hardwood core. The result is a solid piece of fused wood and plastic so hard as to be virtually warp-proof. These tops will outlast other hardwood furniture ten to one. The plastic top resists scratching, carving and even intentional indenting with ballpoint pens. It will not stain or damage from harsh disinfecting-cleansers . . . won't crack, peel or chip. Long after other hardwood furniture is damaged beyond further use, the plastic top remains as smooth and as bright as when originally installed.

MEANS NAMED CHIEF OF SUPPLEMENTAL EDUCATION SERVICE

By JAY DAVIS CONNER
Division of Instruction
Associate Superintendent and Chief,

Louis E. Means has been appointed to the newly-created position of Chief, Supplemental Education Section, Division of Instruction, Department of Education. Means, until his new appointment, served in the Division of Instruction as Consultant in School Recreation. His present appointment is on a temporary basis.

As a result of a Department of Finance study ordered by the Legislature, the Bureau of Guidance was transferred from the vocational section and expanded as a counseling and guidance bureau and, together with four other existing bureaus of Adult Education, Audio-Visual Education, Health Education, Physical Education and Recreation, and Special Education, was included in a new Section of Supplemental Education Services.

By this reorganization the Division of Instruction now comprises eleven Bureaus, grouped into four Sections, as follows:

Bureau of Elementary Education, Helen Heffernan, Chief.

Bureau of Secondary Education, Frank B. Lindsay, Chief.

Vocational Education Section, Wesley P. Smith, State Director. Bureau of Agricultural Education, Byron J. McMahon, Chief. Bureau of Business and Distributive Education, Rulon C. Van Wagenen, Acting Chief. Bureau of Homemaking Education, Mrs. Dorothy M. Schnell, Chief. Bureau of Industrial Education, Samuel L. Pick, Chief.

Supplemental Education Section, Louis E. Means, Chief. Bureau of Adult Education, George C. Mann, Chief. Bureau of Audio-Visual Education, Francis W. Noel, Chief. Bureau of Guidance, Donald E. Kitch, Chief. Bureau of Health Education, Physical Education and Recreation, Verne S. Landreth, Chief. Bureau of Special Education, Francis W. Doyle, Chief.

Lake Liner to Sail

Californians motoring this summer to the Great Lakes region will be interested in the announcement to appear in April edition of CTA Journal regarding the sailing schedule beginning May 28 of the S.S. Milwaukee Clipper. The lake steamer, with a capacity of 900 passengers and 120 automobiles, saves motorists 240 driving miles on U.S. 16 and avoids traffic in the Chicago and Indiana area. Docks are located at Milwaukee and Muskegon; reservations may be made with travel agents.

Paradise Is Added

Paradise Unified District Teachers Association in Butte County received its CTA charter February 3 and was assigned number 372.

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ED-TV DEVELOPMENTS

To date only two educational TV stations are on the air, as described in an article appearing in November edition of CTA Journal. They are KTHER, the Allan Hancock Foundation, Los Angeles, Channel 28; and KUHT, University of Houston and Houston Independent School District in Texas, Channel 8. WOIT-TV, Ames, Iowa, and WKAR-TV, East Lansing, Michigan, were on the air before UHF channels were allotted to educational institutions.

Over the country, 45 applications have been filed and 29 construction permits have been granted by the Federal Communications Commission.

In California, in addition to KTHER, the Bay Area Educational TV Association, KQED, received its construction permit last July and expected to have a signal pattern for Channel 9 on the air this month. In Sacramento, the North Central California Association for Educational Television has filed an application for Channel 6.

Second Ed-TV Station Near

KQED, Bay area educational television station, expects to be on the air in May if the current community financing project is successful. Bulk of an estimated \$235,000 needed for the first year's operation will be raised by gifts from corporations and foundations. Fund for Adult Education of the Ford Foundation granted \$113,724 on February 17 to equip the studios in San Francisco, according to Manager James Day. Membership dues are \$10 for individuals and \$100 for organizations and are being sent directly to KQED, Box 90, San Francisco.

GIRL SCOUT CAMP JOBS OPEN

Summer jobs are available for women teachers in Girl Scout camps.

For jobs as camp directors, applicants should be at least 25 years of age and should have had experience in camping and in administrative and supervisory work and with the Girl Scout program. A unit leader or assistant camp director must be at least 21 years of age and have experience in working with children as teacher, counselor, or leader. Positions as waterfront directors, program consultants, and business

managers require special qualifications.

All staff members participate in a basic pre-camp training session of about five days.

Interested persons may write for information to Girl Scout Region 12, P.O. Box 507, Palo Alto.

EARLY CALIFORNIA is the title of a realistic visual aids set published by Audio Visual Supply Co., 245 Broadway, Laguna Beach. Eight 17x22 illustrations by Robert Sheppard have been authenticated by historians, with complete captions to aid in a study of California history. Set \$8.

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Hartzell Succumbs

Oliver Reiff Hartzell, 64, superintendent of San Rafael school district, succumbed to a heart attack at his Marin county home February 22. Funeral services were held February 24th, with memorial contributions creating a memorial scholarship fund at San Rafael high school.

Long an active member of professional organizations, Hartzell was a leader in numerous civic and youth character-building agencies.

Californians at AASA

More than 150 California school administrators attended the state breakfast at the national convention of American Association of School Administrators in Atlantic City.

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Proposed Change in CTA Laws Would Provide for NEA Status

State membership in the National Education Association is approaching 40,000. When that point is reached, California will be entitled to a third NEA Director. Provision must be made in CTA By-laws for election of this director. The following proposed change will be considered for adoption at the April meeting of the State Council of Education.

ARTHUR F. COREY,
State Executive Secretary.

PROPOSED REVISION OF SECTION 14 OF ARTICLE V OF THE BY-LAWS OF THE CALIFORNIA TEACHERS ASSOCIATION.

Section 14. State Directors of NEA.

a. **First and Second State Directors.** The State Council of Education shall elect the first and second State Director representing the State of California on the Board of Directors of the National Education Association in accordance with the following procedure:

(1) The first State Director shall represent the area comprising the geographical limits of the Southern Section and the second State Director shall represent the area comprising the geographical limits of the other five Sections. Candidates for each office shall be nominated at the December meeting of the Council in the year preceding the year in which the term of the incumbent State Director expires. Any member of the Association who has also been a member of the National Education Association for the preceding three years and who is a resident of the area to be represented may be nominated for the office of State Director, whether or not he is a member of the State Council of Education. The names of the candidates for State Director shall be published at least once in the official journal of the Association between the date of the December meeting at which they were nominated and the date of the succeeding April meeting of the Council.

(2) If a first or second State Director dies, resigns or becomes unable to serve during his term of office, or if he ceases to be a resident of the area which he represents, his office shall be deemed vacant. Such vacancy shall be filled by a vote of the State Council of Education at the next meeting of the Council which follows the vacancy, or by the board of directors of the California Teachers Association, if the vacancy occurs between the date of the April meeting of the Council and July

1. Any person who would be eligible for election to a regular term as State Director shall be eligible to fill such vacancy. Any representative or alternate who would be eligible to vote at a regular election for State Director shall be eligible to vote at an election to fill such vacancy.

b. **Third State Director.** The third State Director representing the State of California on the Board of Directors of the National Education Association shall be elected by the board of directors of the Association from among the members of the board. If the State Director so elected dies, resigns or ceases to be a member of the board of directors of the Association, his office shall be deemed vacant, and a successor State Director shall be elected to fill the vacancy by the board of directors of the Association from among the members of said board.

New NEA Building Under Construction

CONCRETE is being poured for the foundation of a modern eight-story office building, which is the first in a series of units in the new \$5 million education center now under construction by the National Education Association in Washington, D. C. The first section of the center will cost approximately \$1,315,000.

Wrecking crews began razing the garage-annex at NEA headquarters in December to make way for the new office building. The initial structure is expected to be completed within a year. Plans call for finally razing all but one of the present buildings, which include a hotel and an apartment building in addition to the garage.

"The new education center is one of the most significant milestones in the history of American education," comments William G. Carr, executive secretary of the National Education Association.

NELLIE L. McCULLOUGH died last May after 41 years of service as a teacher in San Benito County schools. She passed away three weeks before a graduation ceremony in which she was to have been honored on her retirement from the profession. She had taught for 36 years at Fairview school near Hollister.

FILE IT RIGHT. National Association of Educational Secretaries (NEA), 1201 Sixteenth Street, N.W., Washington 6, D.C. 72 pp., \$1.50 per copy with quantity discounts.

With the assistance of over three hundred educational secretaries, an advisory committee of administrators and the Research Division of the NEA, the National Association of Educational Secretaries has prepared this manual to provide the elements out of which educational secretaries and administrators can build filing systems adapted to their own needs. It also guides toward certain common topics and headings which should make for uniformity and standardization in educational subject filing. The manual presents an educational subject classification and an alphabetical index listing hundreds of references now in use in education files.

IT'S FUN TO FIND OUT. Witty, Paul, and the Educational Research Staff of Encyclopaedia Britannica Films; D. C. Heath & Co., 182 Second St., San Francisco. Paper-bound, 32c each.

Each book in this series for primary graders is a film-story adapted from the Encyclopaedia Britannica Films sound motion picture of the same title and illustrated by photographs from the film. The simply-written text follows the film sequence. The books are designed to help children acquire accurate information and basic understandings about animals, people, places and events in everyday living. Titles recently issued are: Elephants, Circus Day in Our Town, Airport, Tugboats, The Bus Driver, A Visit with Cowboys, and The Doctor.

TEEN-AGE TALES. Strang & Roberts; D. C. Heath & Co., 182 Second St., San Francisco 5. Books 1 and 2, 248 pp., \$2.00 each. Teachers manuals available for each book.

... for high school students who don't read well or who can read but don't. The stories in these books have been written on a sixth-grade reading level, but their interest level parallels the maturity of high school students. Vocabulary, sentence structure and sentence length have been controlled to make them easy for reluctant readers. Stories run from short to longer, gradually to develop the slow reader into a faster and better reader. Two-color pictures and large, easy-to-read type add further to holding the readers' interest.

Music Educators to Meet

The 1954 biennial meeting of the Music Educators National Conference will be held in Chicago March 26-31. Pre-convention meetings of official groups will be held two days preceding, with headquarters at the Conrad Hilton Hotel. The conference will include workshops, general sessions, discussion groups, concerts, and an exposition of equipment.



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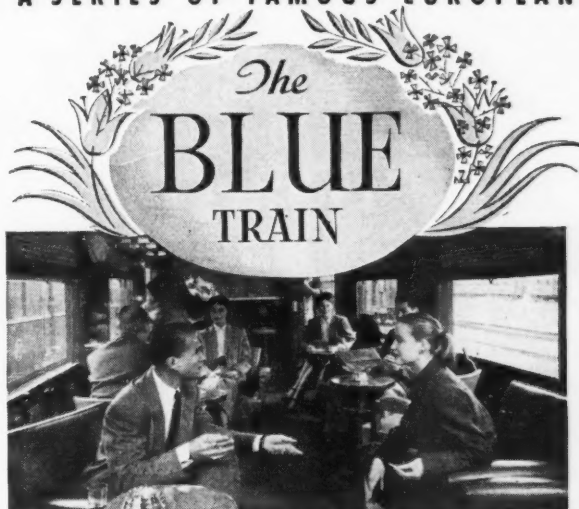
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Pre Views

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The latest in EBF sound films:

An important need for more effective vocational guidance is met by EBF Films' current production of *Getting a Job* and a companion film, *Planning Your Career*. These two subjects revitalize existing guidance programs or will help initiate such a service for your students.

Man's enduring faith is the potent force interpreted in *Major Religions of the World*. This sound film is most useful in world history and social studies.

Ideal for biology and general science is *Bacteria* with its special cine technique that makes this basic subject clear and understandable.

Primary teachers will welcome *The Farmer*, latest in EBF "Community Helpers" series.

More and better young readers is the aim of the new EBF "FILM-READER" program. D. C. Heath and Row Peterson's artfully-designed readers are matched by 24 delightful sound films that young learners will view with eager anticipation.

News of EBF Filmstrips:

1954 is also Jubilee Year in EB Film-strip production with six new series containing 36 individual strips already released. Have you seen *Town Community*, *American Patriots*, *Science at Work*? View them now!

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Films are 16mm sound, black-and-white, "Classroom-tested," and may be secured from local distributors. For those you are unable to locate, a note to Mrs. Pellett will be forwarded to the producers.

Mother Hen's Family (11 min. color also, Coronet Films)

Jerry's hen, Whitey, lays nine eggs and then sets. By camera magic we watch inside the egg as the embryo develops and Jerry counts 21 days on the calendar. Older elementary children as well as the youngest at school eagerly anticipate the dramatic moment when the shell cracks and out tumbles the first chick! Gives language arts motivation as well as science learning.

Garden Plants and How They Grow (11 min. color also, Coronet films)

You discover a tiny plant inside a seed. Cover a seed with good soil, give water and sunlight, and up comes the plant, first using the seed's stored food, then making its own by photosynthesis. Plant examples show where food is stored, in seed, root, leaf, or stem. You see the influence of helpful and harmful animals and insects, and of amount of sun and kind of soil. Junior high and upper elementary gardeners will want to get busy!

Microscopic Wonders in Water (10 min. color, Dowling Co.)

A drop of water is one of nature's wonders when a boy gets a drop of pond water under a microscope and sees it 300 times larger. Amoeba, vorticella, stentor, urocentrum, rotifers and hydras live and move under your eye. You see reproduction by fission, and snail eggs as they develop. You learn to prepare a water culture yourself. Motivate use of microscope and more science study, upper elementary through high schools.

Secrets of the Pond (10 min. Almanac Films)

You discover plants and animals around a country pond, flowers and algae on the water, protozoa, tadpoles and frogs in it, and insects and birds nearby. Points out similarity of simple plant and animal life. Sharpens eyes and interests for first-hand study on field trips.

Summer Meadows (10 min. Almanac Films)

Shows anybody's meadow brimming with such as bees, butterflies, snails, worms, and caterpillars, whose home is among the grasses and flowering plants. Another motivation for observant eyes as you wander among nature's wonders often not seen for want of learned looking.

The Living City (24 min. Encyclopaedia Britannica Films)

Sensitivity picks out problems caused by the growth cycle of a city, and the impact upon people and their basic needs. For high school and adult groups the film suggests ways to find solutions, rather than indicating solutions, and introduces study of civic planning and redevelopment so pertinent to present times. Produced in cooperation with the Twentieth Century Fund, it extends the content of the film dealing with Baltimore's redevelopment plan.

A Citizen Makes a Decision (25 min. Young America Films)

Newly released companion to the well-received "Citizen Participates," this gives another dimension to good citizenship in a democracy, for high school and adult consideration. As he reads the paper Homer Keith reflects on community problems he and others must solve, then focuses on his own—flood control: What is he for, and why? The story cuts back to show the roaring destruction the night the men in his town couldn't stop the river with sandbags. Afterward, hearing the talk at meetings and on street corners, we see how emotions and personal experiences influence ideas as each person seeks the best solution to control floods. Homer listens to all sides, reads at the library, writes for information, finds out all he can. Then he does a lot of hard thinking about it. When his son, high school age, asks if he's going to vote for the dam, Homer says, "I can vote for a man who stands for what I believe in. People have to make an honest decision, and know why they believe, and then act." Informed citizens must make democracy's decisions, must work to keep informed.

BAN ON TEXTBOOKS

Teachers in Alabama have something new to worry about since the beginning of this year. According to a new law the textbook committee or a board of education may not adopt a textbook unless the author or the publisher states in an affidavit whether the author is a member of the Communist party, a "known advocate of communism or Marxist Socialism," or a member of a communist-front organization cited by the attorney general, Congress or a congressional committee.

To make matters still more complicated, this same affidavit is also required for every piece of writing cited in a textbook.

NOTES IN BRIEF

To be published on the 11th of this month as a paper-bound book is *Teacher in America* by Jacques Barzun (Doubleday Anchor Books; (\$0.85). This informative volume has sold steadily in hard covers; the new edition may serve to introduce new readers to an intelligent and individualistic book.

New Books On Review

Comment and criticism prepared under the supervision of Dr. George E. Arnstein, assistant professor of education, California College of Arts and Crafts, Oakland.

NOW HEAR YOUTH. By William H. McCreary and Donald E. Kitch. Bulletin of the California State Department of Education (October, 1953), Vol. 22, No. 9.

As part of the California Co-operative Study of School Dropouts and Graduates, some 13,000 former high school students were interviewed. The findings of these interviews make fascinating reading because they indicate many things about the current state of education in California. For instance, more than half of the students left school because they didn't like it, only 13 per cent because of financial reasons; three times as many drop-outs were working as laborers as compared to high school graduates; almost half of all former students thought the school had taught them practically nothing about marriage.

It should be emphasized that the authors make clear that their report is based on studies which "could not pass rigorous statistical tests. They weren't designed to do so." Nevertheless, the answers sampled in this study, the frank comments reprinted, the clearcut graphs and the suggestions made by the authors ought to get wide circulation.

Consider two more examples: According to the report from Riverside County, "Interviews with students who have made a decision to drop school are ineffectual. Counseling should begin much earlier."

In another report, not a single affirmative answer was given by 56 girls who were asked: "Was there someone to whom you felt you could go to discuss your problems?" Two actual comments—the report gives many others—are reprinted from "Now Hear Youth":

"Everybody is too busy! They have so many meetings and committees and stuff that they don't have time to just talk to you."

"Schools need a lot more counselors to help the kids. About the only chance you have to see them is for program planning or when you get in trouble."

The authors add that these 56 girls were not failing; "a large majority . . . had

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scholastic averages of C or better at the time they left school."

Obviously, "Now Hear Youth" is not conclusive, but it ought to be read, discussed and maybe all these "meetings and committees and stuff" will produce some changes.

AN AUTOBIOGRAPHY OF THE TEACHING PROFESSION by Marie I. Rasey, 204 pages, New York: Harper and Brothers, 1953, \$3.00.

In lively play-back style, the author traces the life of small "Marie" from the first grade to "Dr. Garn," professor at a teachers' college. The book proves to be not only an autobiography of the author but a history of the teaching profession during the first half of the twentieth century.

The story opens with "Dr. Garn" reflecting on the question asked by a practice teacher: "When did you know you were going to be a teacher, and what made you decide that that was what you wanted to do?"

The backward look gives insight into past experiences which influence growth and development of a teacher and the changes in educational philosophy and practices.

It is a story which will help the reader to understand the underlying philosophy of growth and education: "the relation of self to itself; to the rest of the world; and to the quality of relatedness."

This is a story which helps one to understand the riddle of life itself: living in a world of one's own and in a world of living with other people.

To become a teacher who has such deep understanding of the meaning of life is a creative job which takes time—a lifetime. Each new situation provides new challenges for growth and insight. Through the recall and analysis of her own experiences, the author helps every teacher to grow in the art of teaching.

—Myrtle Gustafson, chairman, CTA Commission on Teacher Education and Professional Standards.

DEVELOPMENTAL GUIDANCE IN SECONDARY SCHOOL by Wilson Little and A. L. Chapman, 324 pp., New York: McGraw-Hill Book Co., 1953. \$4.50.

High school teachers and teacher-counselors just beginning their studies of guidance or continuing on-the-job study to improve their guidance activities will be interested in the approach to guidance presented in this book.

The organization and content of the book is in keeping with the fundamental assumption stated in the preface: "... an understanding of the persistent problems about which youth tends to worry most is basic to functional guidance in secondary school."

The book begins with an excellent summary of research on problems with which

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young people are concerned. Succeeding chapters take each of the problem areas and describe the nature of the problem, how failure to solve the problem affects the development of the individual and approaches to helping the individual solve his problem. The final three chapters are devoted to a description of guidance programs and the function of the homeroom in guidance.

George A. Koester,
Assistant professor of education,
San Diego State College.

EDUCATING FOR AMERICAN CITIZENSHIP, the Thirty-second Yearbook of the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D.C. 1954. \$5.00.

Teaching know-how for dealing with controversial issues, not providing pat answers, is a prime aim of the modern school's citizenship education program. So says the American Association of School Administrators (AASA) in a 390-page report called "Education for American Citizenship."

The authors, a commission of nine prominent educators including school superintendents, professors of education, a classroom teacher and a principal, voice concern over threats from isms without and civic apathy within on important issues of the day. Purpose of this 32nd Yearbook, according to the commission, was to survey existing practices in citizenship education to see where they might be improved.

TRAIL GUIDE to the High Sierra Camp Areas, Yosemite National Park, Lewis W. Clark, Stanford University Press, Stanford, Calif., 1953. 49 pages, \$1.85.

One of Stanford's outdoor books, this will be a publication of great interest to teachers who plan an inexpensive self-guided pack trip into the beautiful country around our most spectacular national park. Contains eight maps, several geologic profiles, pictures and descriptions of plants and animals, as well as detailed trail notes and camping suggestions. A companion to the author's Trail Guide will be a similar book in design and price covering the North Country of Yosemite National Park . . . to be published by Stanford this spring.

NEW SCIENCE RESEARCH BOOK-LETS. Science Research Associates; 57 W. Grand Ave., Chicago 10, Ill. 40c each, quantity discounts.

In the Better Living series (for parents and teachers) **How Children Grow and Develop** analyzes the growth process at different stages of child development and discusses factors influencing mental, physical and emotional growth. **Helping Children Develop Moral Values** is another new title in this series.

In the Life Adjustment series (for teenagers) **How to Take a Test** tells the student how to prepare for tests and how they are

scored, and gives pointers for answering the different kinds of examination questions. By Joseph S. Heston, guidance officer of Fresno State College. A second title in this series is **Study Your Way Through School**, suggesting effective study habits and ways of using interests wisely in planning courses of study.

The Junior Life Adjustment series (upper elementary and junior high school) has added **You Can Talk Better**, which tells why some children have trouble with their speech and what can be done about it, and includes many practical suggestions for better speak-

ing at school, in the home and before an audience. Another addition to the series is **Citizenship for Boys and Girls**.

GREAT PROMISES. Crabtree, Walker and Canfield; University Publishing Co., 1126 Que St., Lincoln 1, Nebraska. 448 pp., \$2.32 with quantity discounts.

This sixth-grade reader is the latest addition to the Crabtree-Canfield Series based on the art of living in a democracy. Its special emphasis is to teach the origin and development of the ideal of individual freedom and to show its operations in modern life.

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65b. Trailways Tour Folders. Includes two-foot pictorial map of U. S. in full color; folder of itineraries and rates for 11 different tours of U. S. and Mexico; and folder on "package" sight-seeing tours of famous localities in U. S., Havana, and Nassau. (National Trailways Bus System.)

67b. Six-piece Packet of literature about fun and travel in Colorado. A full color highway map folder, a new 54-page full color "Colorado Invites You" tour booklet, a 12-page Events booklet for 1954, guide and price lists from Colorado Dude Ranch Association, Colorado Hotel Association and Colorado Motor Court Association. (Colorado Department of Public Relations.)

69b. A School Desk Is Born. Have you wondered what happens behind the scenes before new school equipment is put on the market? This compact little booklet gives the eight steps by which a completely new desk was created, produced and distributed. (American Seating Company.)

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36b. Lippincott Books for Young People. Gives full descriptions of all books for children and young people published by the J. B. Lippincott Company in 1953.

3b. New Aids to Help Teach Menstrual Hygiene. Indicate quantity desired of each number. (Personal Products Corporation.)

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5. How Shall I Tell My Daughter. A booklet for mothers.

26b. France. This 24-page booklet, in color, with its charming cover and inside illustrations by well-known French artists, as well as beautiful photographs, contains much helpful information on what to see and look for in various regions of France. It stresses particularly the variety which is found in France. (French National Railroads.)

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52b. Aviation Teaching Aids folder outlines classroom materials available without charge. (United Air Lines.)

53b. California Air Vacation Folders detail low cost tours available. (United Air Lines.)

56b. Catalog Westlake College of Music. Besides curricular this 50-page booklet lists complete facilities offered by the Nation's outstanding school of popular music training. Contains pictorial presentation of methods used and of personalities in stage, screen, radio, and TV.

63b. How to apply for a Summer Job— Supplies information on the types of organizations that seek extra help during the summer months, and a list of more than 150 kinds of jobs that may be found in such organizations throughout the United States. Also supplies information on where and how a list of Summer Employers may be obtained for the 1954 summer season. One copy to a teacher. Not available after May 1, 1954. (National Directory Service.)

72b. New 1954 25th Anniversary Catalog. 84 pages of colorful, categorical, cross-indexed description of over 600 educational films, filmstrips and recordings—including exclusive revised "Where-To-Use" guide. Available to those who have 16mm projector and who use films in their teaching curriculum. (Encyclopaedia Britannica Films.)

77b. Illustrated Folders with itineraries of escorted tours through Eastern, Western, and Southeastern U. S.-Mexico-Canada-Europe. Specify which folder you desire. (Vanderbilt Better Tours.)

A READING WORKSHOP will be held by the Department of Education of the University of Chicago June 28-July 23. A number of California classroom teachers, supervisors, and remedial teachers have attended previous reading conferences at Chicago, which provides 1½ course credits.

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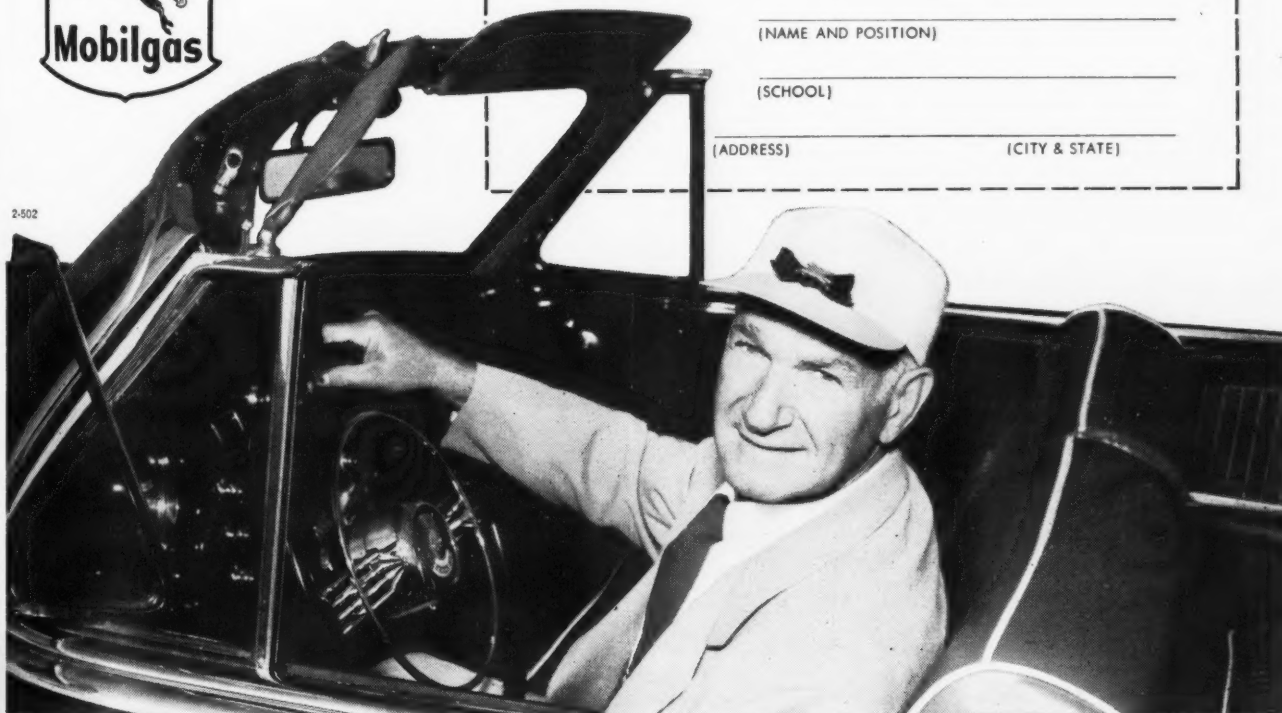
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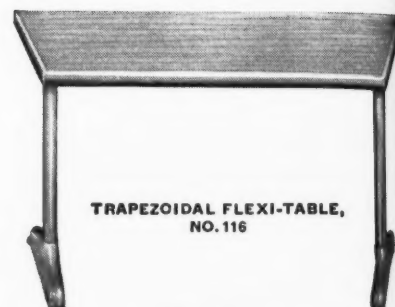
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